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ABSTRACT

The reference handbook is the product of an Iowa Department of Education, Bureau of Special Education project entitled "Accommodation Strategies." The project attempted to: facilitate mildly handicapped students in regular education through the development and utilization of unique educational strategies; enhance cooperative endeavors between regular and special educational personnel; modify current professional philosophies regarding the analysis of various instructional/support service models which support the least restrictive environment goal; and address present funding formula, evaluation process, and pre-referral activity intervention issues. Twelve strategies were developed and implemented in 12 Iowa schools. Separate sections describe each strategy and its implementation: (1) the alternative learning model; (2) collaborative teaching; (3) consulting teaching; (4) cooperative learning; (5) Kansas learning strategies; (6) peer tutoring; (7) the SQ3R study method; (8) student teams achievement divisions; (9) the Transitional Aide Model; (10) teacher assistance team with a paraprofessional; (11) team teaching; and (12) team teaching in English at the high school level. (DB)

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Accommodation Strategies For Mildly Handicapped Students

ED311642

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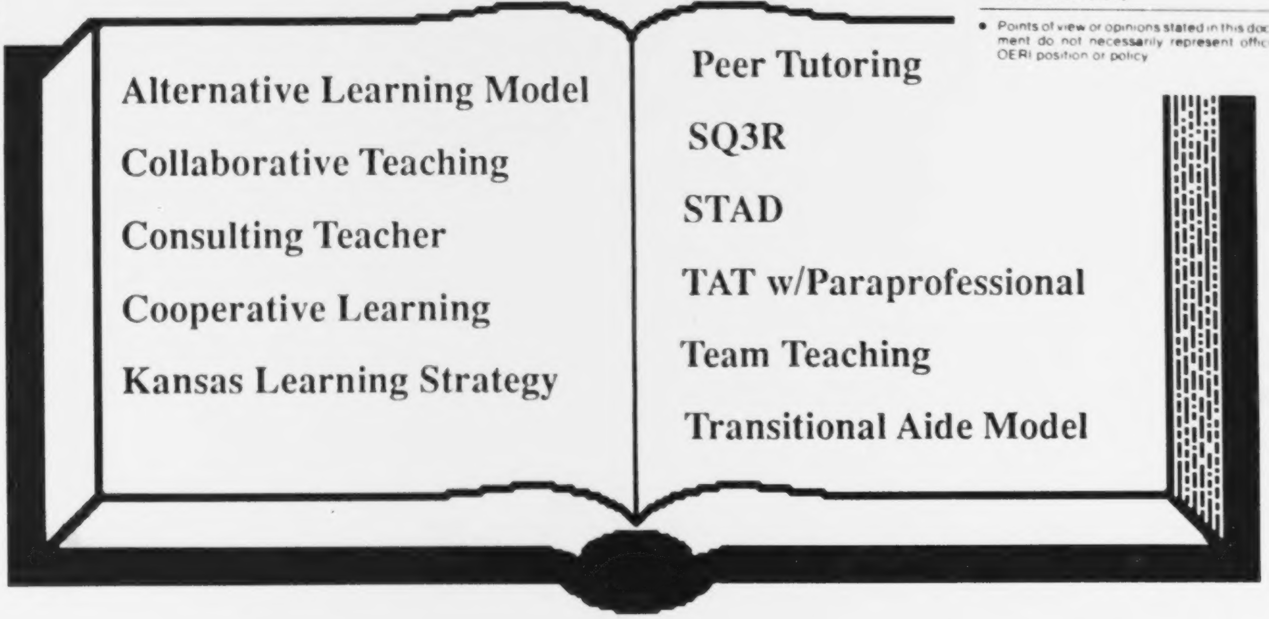

- Alternative Learning Model
- Collaborative Teaching
- Consulting Teacher
- Cooperative Learning
- Kansas Learning Strategy
- Peer Tutoring
- SQ3R
- STAD
- TAT w/Paraprofessional
- Team Teaching
- Transitional Aide Model

Keystone Area Education Agency
Division of Special Education

EC 221048

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R.R.2, Box 19, Elkader, Ia 52043. Phone 319/245-1480 R.L. Hansen, Administrator
Eugene Pratt, Director
Division of Special Education
LaVerne Mosher, Assistant Director
Special Education Services

The Division of Special Education, Keystone Area Education Agency, was awarded a grant in 1987 entitled "Accommodation Strategies" from the Iowa Department of Education, Bureau of Special Education. The intent of the Accommodation Strategy Project was to:

1. Facilitate mildly handicapped students in regular education through the development and utilization of unique educational strategies.

2. Enhance cooperative endeavors between regular and special education personnel in the provision of services to all children regardless of their individual differences.

3. Modify current professional philosophies regarding the analysis of various instructional/support service models which support the LRE (Least Restrictive Environment) goal.

4. To address present funding formula, evaluation process, pre-referral activity intervention, and other various issues which may or may not be a disincentive to the provision of LRE services to children.

A summer planning initiative was established during 1987 to promote adequate planning and development time for several accommodation projects. During the initial year of the project (1987-88), five strategies were developed and implemented in specifically designated local school districts. Seven additional strategies were developed and sited for implementation during the 1988-89 school year. This reference handbook shall reflect the status of all twelve local district projects, as well as, provide insight on future replication of their projects. In addition, a video tape presentation was developed focusing upon the five strategies which had been implemented during the 1987-88 school year. The video is intended to assist special education personnel and local school district building administrators in their inservice endeavors. It should be noted that a second video tape presentation shall be made of the seven additional projects during the 1988-89 school year. The intended outcome of Keystone AEA's endeavor is that the local school districts: a. become aware of effective strategies, b. pilot one accommodation strategy, c. build upon this single strategy into the development of a menu of strategies throughout each attendance center, and d. to establish a building/district plan which outlines an organizational structure for this initiative.

A Steering Committee was formulated to provide an accountable process for the project which includes such endeavors as development of local school district grant criteria; distribution of grant information; screening, modifying and approving (LEA) projects; establishing effective inservice initiatives; development of a reference handbook and video tape. Members selected to serve on the Steering Committee for the 1988-89 school year are:

Chairperson: Mr. John A. McClure, Keystone AEA Supervisor
Superintendent: Dr. Robert Vittengl, Maquoketa Valley School District
Parent Representative: Dr. John Gouldin, Elkader, IA
Elem. Administrator: Dr. Rich Leahy, Principal, Starmont School District
Elem. Administrator: Mr. Paul Mann, Principal, New Hampton School District
Elem. Administrator: Mrs. Deborah Otto, Principal, Dubuque School District
Sec. Administrator: Mr. Norm Miller, Principal, Oelwein School District
Sec. Admin./Coord.: Mr. Mike Houselog, Western Dubuque School District
Elem. Reg. Inst.: Mrs. Barbara Smeltzer, Dubuque School District
Sec. Reg. Inst.: Mrs. Mary Cross, Oelwein School District
Elem. Spec. Ed. Inst.: Ms. Cindy Mitchell, West Delaware School District
Elem. Spec. Ed. Inst.: Ms. Stephanie Murphy, Valley School District
Sec. Spec. Ed. Inst.: Mrs. Kris Lynch, Decorah School District
Spec. Ed. Consultant: Dr. Charleen Peryon, Keystone AEA
Supervisor of Psychological Services: Mr. Jerry Stremel, Keystone AEA
Supervisor for Curriculum/Diag. Services: Mr. Raymond DeNeve, Keystone AEA

EX OFFICIO MEMBERS

Mr. LaVerne R. Mosher, Assistant Director
Division of Special Education
Keystone AEA #1

Mr. Greg Robinson, Consultant
Bureau of Special Education
Department of Education

The process for local school district participation in the accommodation project began with each being notified of the project's intent, grant application, timelines, and evaluation process. Grants were submitted to the Steering Committee, and projects were either approved, requested to make modifications, or denied. Project Coordinator and the Bureau of Special Education representative made several visitations to various projects attempting to analyze their accomplishments, and reviewing verification of success, and noting minor process disruptions. Numerous phone conversations and visitations were made by Coordinator and/or our consultant staff attempting to provide requested assistance. On October 7, 1988 all project participants were requested to attend a conference at the Keystone AEA administrative office to present their projects, and listen to other strategies which were implemented. In November, elementary and middle school building administrators will participate in a Cooperative Learning Workshop reviewing the critical role of the building administrator in support of developing accommodation strategy projects. Presently, the Keystone AEA Division of Special Education, with the continued assistance from the Bureau of Special Education, is in the replication/refinement phase of this initiative. It is the intent of this endeavor to provide local school districts the opportunity to select a previously proven accommodation strategy, and to explore its application and effectiveness. Although this effort is on the cutting edge of exploration, an element of pride is reflected as projects expand and excel in the interest of "kids."

Initial observational comments relating to the development/implementation/outcome of Keystone AEA accommodation strategy projects would include:

1. Tremendous lack of professional technical knowledge relating to effective accommodation practices even though several strategies are supported by research, and many have been introduced over ten years ago.

2. Deviation of present instructional/support service model appears to be extremely difficult for many professionals because of staff insecurity, contentment with tradition in the evaluation/placement process, and the ineffective funding system which encourages the identification of handicapped children rather than the utilization of strategies which support services in the regular classroom.

3. Performance expectation of public/parochial school instructors is primarily based upon job description tasks sited in their evaluation format. Present review of these indicates that it is a rarity to find a single reference to any type of cooperative endeavor between the regular and special education staff. District plans must address this issue and provide direction for staff performance and expectation.

4. Higher education provides limited experience for both regular/special education/administration regarding effective models of accommodating children with individual differences.

5. Thrust of the initiative cannot come from a single discipline, but must be generated through the entire instructional/support framework.

6. The major key lies in the building administrator in his/her desire and ability to promote change, provide planning time for project participants, establish faculty inservices, and initiatives in organizational structure to assure success of the endeavor. A building level plan is of the utmost importance to ensure the success of accommodation strategies.

7. When personnel have been properly inserviced, granted appropriate planning time, and experience strong administrative support, accommodation projects should flourish and focus on "what's best for kids" in measurable terms.

8. The effectiveness of the special education instructor within a given building environment is critically restricted within the present service model, but will greatly be enhanced with involvement in a variety of accommodation strategies.

9. Once adequate inservice and planning time is given to the regular classroom instructor, a receptive attitude is observed because of the array of effective support he/she may receive with involvement.

10. Scheduling of students has been identified as a major focus for the building administration in assuring supportive assistance.

11. The measurement process/format of some accommodation strategy projects must be reviewed, and modified in order to receive valid documentation regarding student outcome.

12. The "at risk" population greatly benefits from accommodation practices within any school building environment.

13. Paraprofessionals can be utilized to provide an effective supportive instructional assistance to children in the regular classroom within various accommodation models.

14. The efficacy of the present instructional service model for mildly handicapped is indeed questionable because of its restrictiveness and teaching limitations. A new service delivery model is of extreme necessity in order to facilitate exploration/implementation of effective accommodations for mildly handicapped, as well as children "at risk."

15. In practically all the accommodation projects, rule numbers 12.25(2), 12.51(3) and 12.51(7) were requested to be suspended because of conflict with the instructional process of the accommodation strategy, and to maintain compliance with the Department of Education, Bureau of Special Education.

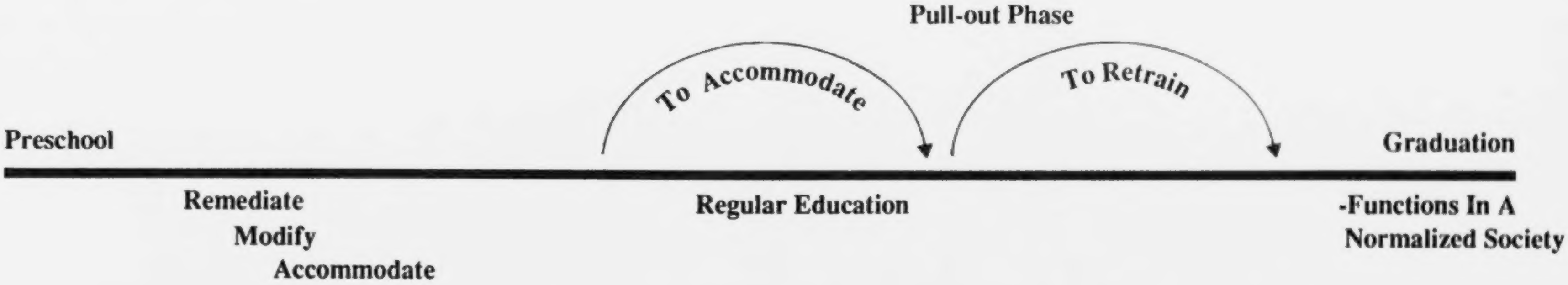
"What if this was my child?" is an effective way to approach the development of accommodation strategies for any child. This reference handbook is hopefully only the initial step in Keystone AEA's attempt to provide accountable service to mildly handicapped children, as well as children "at risk." The cooperative investment made by many of our local school districts indicates their continued desire to improve instruction and services.

The Department of Education, Bureau of Special Education , is to be complemented for allowing the LEA and AEA an opportunity to explore and implement these effective accommodation strategy projects.

John A McClure

John A. McClure
Project Coordinator

Accommodation Strategies For Mildly Handicapped Students



Pull-out Phase

To Accommodate

To Retrain

Preschool

Graduation

Remediate
Modify
Accommodate

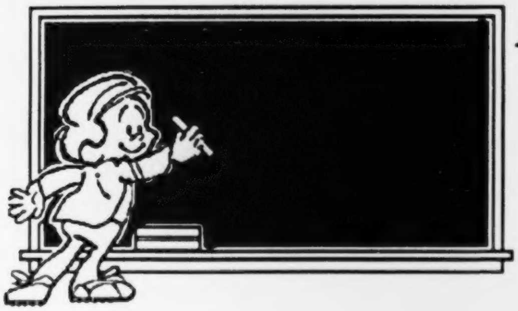
Regular Education

-Functions In A
Normalized Society

Key Concepts:

- District Philosophy
- Organizational Structure
- Predetermined Expectations
- Least Restrictive Environment (LRE)
- Pre-referral Interventions
- Prescriptive Diagnostics
- Curriculum Modification
- Curriculum Congruency
- Integrated Therapy
- Adaptive Physical Education
- Cooperative Learning
- Transition

Keystone's Division of Special Education Accommodation Grants Approval Status



District	Strategy	Level
M-F-L	TAT/.5 Para	Elem.
Starmont	Coop. Learning	Middle
Starmont	TAM (Rdg.)	Elem.
Decorah	Kan. Learn. Strategies	Sr. High
W. Delaware	STAD	Elem.
Dubuque	Team Teach./PAC	K-12
W. Dubuque	Team Teach. (Eng)	Sr. High
W. Dubuque	Alternative Learn. Model	Elem./Middle
Postville	Collaborative Teaching Model	Elem.
Oelwein	Consul. Teaching w/Para	Jr. High
Howard-Winn.	SQ3R	Elem.
Valley	Peer Tutoring	Elem.

F.I.R.S.T.

FARLEY INTEGRATION
RESOURCE
SERVICE TEAM

WESTERN DUBUQUE
SCHOOLS FARLEY ELEM.
FARLEY, IA 52046

PREPARED BY:
MARILYN REITER
MARCIA LESS
MICHAEL HOUSELOG

Perhaps the most noticable effort to integrate students with mild disabilities, remedial learners, and regular education students together in regular education is the Adaptive Learning Environment Model (ALEM). According to Margaret Wang from the University of Pittsburgh, the overall goal is to "provide effective school environments that maximize the outcomes of learning for individual children--environments where each child can effectively master basic skills in academic subjects while becoming confident in his or her ability to learn and to cope with the social and physical classroom surroundings."

More specifically, ALEM includes:

a. a prescriptive learning component comprising a series of hierarchically organized curricula for basic skills development.

b. a more open-ended exploratory learning component

c. classroom management procedures to facilitate implementation of both the prescriptive and exploratory component and an organizational plan to maximize use of available resources.

d. a family involvement program

e. a multi-age and team-teaching organization to increase flexibility in use of teacher and student resources.

Finally, ALEM is not a single teaching technique. It is a comprehensive, multi-faceted educational system that provides a built in mechanism to incorporate on an ongoing basis the best practices that have a strong research base for improving instruction and learning in the classroom.

INTRODUCTION TO F.I.R.S.T.

The **F**arley **I**ntegration **R**esource **S**ervice Team is based on the Alernative Learning Environment Model popularized by Margaret Wang. Recent literature in the field of special education suggests that students with mild disabilities make significant academic and social progress while participating in regular education. The concept of "mainstreaming" or the movement of students with special needs into part time regular education for instructional and/or social purposes has met with limited success in most school systems. In general, the materials and strategies for students enrolled in resource and special classes with integration are oftentimes quite different than those used in the regular education program. Students experience transitional difficulties when moving from one school setting to the other.

At the Farley Elementary School, regular classrooms expressed dissatisfaction with pull-out models for instruction. Teachers liked having their entire class available to do group activities. In fact, the original initiative was generated by regular educators.

1987-88

During the initial year of the project, the project was centered on two grade levels. fifth and sixth. Four sections of each of these grades exist. Students with mild disabilities were placed in homerooms according to the following standards: two classrooms at each grade with no students with disabilities. One class at each grade with students labeled LDRC and one at each grade labeled LDSI. Each class with students with mild disabilities had some of the highest functioning students in the grade level.

Fifth grade LDRC programming revolved around two different team teaching times during each day. The subject areas were math and social studies. Three teaching models were explored. They were: unit teaching. teacher helper model and collaborative teaching model. These models are defined in a later section.

Sixth grade LDRC students received instruction from a regular and special teacher during reading/language arts/spelling areas. The special teacher worked with a group of special students and a few high risk students in an alternative basal reading text.

Fifth grade LDSI programming consisted of team teaching in social studies and math. In math the model used was small group teaching (see models below). The special teacher did teaming with fourth and fifth grade in social studies utilizing teacher helper and unit teaching. The special teacher worked with high risk and special students during the morning hours and teamed in the afternoons. During the second semester. the program at the fifth grade was altered due to teacher conflict.

At the sixth grade level two teachers teamed in math. science. and social studies. The teachers developed activity orientated units and team taught those units. Study skills units were developed to accompany the lessons.

1988-89

Through a reallocation of special education resources. teams were developed at third. fourth. fifth and sixth grade. Benefits of this approach were many. First. special teachers were afforded the opportunity to become "experts" at one particular grade level. They become familiar with the entire curriculum and the materials which accompany the grade level. Second. scheduling becomes much easier because fewer staff members are duplicated at each grade. Next. planning time is easily implemented between teachers. Students labeled mild mentally disabled and behaviorally disordered were afforded the opportunity to be enrolled in regular education and we are utilizing the teacher associates to support integration of special students in addition to the use of the special teacher.

Parents of students with special needs like having their children enrolled with age appropriate peers. Parents of regular students like having two teachers teaming together for the majority of the day.

READING INSTRUCTION

For many years the Farley Elementary has employed a cross grouping process at the intermediate grade levels. In developing reading groups at the third, fourth, and fifth grade levels all students (regular and special) are placed in reading groups based on reading ability. When organizing these groups, teachers, the reading clinician and the principal did not consider disability. The teachers have complete say so on reading level placements. Each teacher at these three grade levels have only two reading groups. Reading and language arts instruction is scheduled in all classes at the same time, 8:45-10:15. By organizing in this manner, the ability span is narrowed, regular teachers work with smaller reading groups, and the amount of seatwork is lessened because we've been able to reduce the number of groups per teacher. This plan is referred to in professional literature as the Joplin Plan for reading groupings. The same plan for ability grouping for sixth grade exists; but only among the five teachers working at that level.

OVERVIEW OF THE FARLEY SCHOOL

The Farley School enrolls 752 students in grades K-8. Nearly 500 of the students are elementary age and approximately 250 students are junior high age. The FIRST project only involves the elementary school at this time. The Farley School serves as a special education center for the Western Dubuque Schools. All students labeled SCIN or Self Contained are transported to the Farley School from throughout the district. Among the 56 teachers in the entire school. 13 are special education teachers and two are Chapter I Remedial Reading teachers. Seven teacher associates are assigned to the special education programs. Disability labels include behavior disorders (SI and CC), mental disabilities (SI and CC), severe mental disabilities, severe hearing impaired, and learning disabled (SI and RC).

Elementary grade school sections are as follows:

Sixth grade---four sections
fifth grade---four sections
fourth grade--three sections
third grade---two sections
second grade--two sections
first grade---two sections
kindergarten--two sections

PLANNING PROCESS

One of the most critical elements of the FIRST project has been planning. Prior to the start of the project in 1987, a group of AEA support staff, parents, regular and special teachers, and the principal worked for three days to develop goals, trouble shoot problems, and plan activities for the forthcoming year.

Listed below are the positive outcomes identified by the teachers, administrators, parents, and special education consultant.

* relieve pressure on the classroom teacher
* relieve pressure on the student
* lessen the stigma associated with working with a special teacher
* increase self-esteem of students (achievement increases with increased self-esteem)
* two heads in a class are better than one in a room
* modifications help other students as well
* increase crossover of subject matter
* students feel part of the class
* students won't miss primary teaching time
* teachers will teach skills/concepts in a consistent way
* more time will be spent on task for students
* teachers will communicate better
* scheduling will be easier

The potential problems identified by that group are listed below:

* teacher personality/dominance/competiveness/insecurity
* lack of planning time
* students no longer in the resource room will lose the one to one success and attention
* lack of communication
* students get confused if roles/expectations are not clear
* staff enthusiasm could diminish in time
* ownership of student to one teacher
* lack of acceptance of "other" teacher by students

* parent dissatisfaction
* need for on-going administrative support
* teacher personalities
* sharing a work space

The "team" felt the following students would benefit from the project:

* all students who have reached frustration
* LD. MD. BD. slow learners. at risk students
* any student lacking organizational skills
* exceptionally bright students

During the 1988-89 school year teachers. the special education consultant. and the principal meet once per month to iron out program problems. In addition, each team (third. fourth. fifth (two teams). sixth (two teams) meet for two hours per month to plan for the upcoming month. The final planning element is a joint planning session each week with the two teachers who team for the upcoming week. Special subjects (art. music. physical education. and library) are scheduled simultaneously, which thus allows teaming teachers time for weekly planning sessions. Teacher associates are also utilized at some grade levels for this one hour per week planning time.

Teachers have had an opportunity to observe in other teachers rooms during their planning times. The monitoring checklist below was used to a limited degree during the 1987-88 school year.

Monitoring checklist:

1. What integrated models are observed in the regular classrooms? (Team teaching, collaborative, study skills, pull out, other).

__________________ __________________ __________________

2. To what degree do the models appear to be effective?

_______ Very effective
_______ Moderately effective
_______ Not effective

3. What are the teacher interactions with each other? (i.e. team planning, team teaching, etc.)

____

____

4. What is the special teachers relationship to students not identified as disabled?

____

____

5. Are students (special needs and regular) on task?

____

6. What instructional modifications are observed in the classroom?

7. Comments:

GOALS:

Goals established for the project were adopted both years. Teachers, parents, support staff, and administrators were involved in the goal development as well as the evaluation of those goals.

F.I.R.S.T. PROJECT
1987-88

1. To expose all students to a common curriculum: modifying and adjusting curriculum material to meet the instructional needs of all students.

2. To increase self-esteem of all students.

3. To maximize primary instructional teaching time by eliminating fragmentation.

4. To develop organizational and study skills for all students.

5. To expand teacher skills and instructional strategies.

6. To open and continue communication between students, parents, teachers and administrators.

Developed and adopted June 10, 1987.

F.I.R.S.T. PROJECT GOALS

1988-89

1. To expose all students to a common curriculum: modifying and adjusting curriculum material to meet the instructional needs of all students.

2. To increase self-esteem of all students.

3. To fully share teaching responsibilities and ownership of

the entire class.

4. To open and continue communication between students. parents. teachers. and administrators.

5. To expand teacher skills and instructional strategies.

6. To develop organizational and study skills for all students.

7. To continue to maximize primary instructional teaching time by eliminating fragmentation.

Revised and adopted July 26. 1988.

THE MODELS UTILIZED

Teachers and the principal developed a list of models during the summer of 1987. Those models are defined below. It is felt that no one teaching model is sufficient. Instead a variety of teaching models should exist to maximize teaming potential and student productivity.

1. COLLABORATIVE TEACHING MODEL: The regular classroom teacher and the special teacher fully share teaching responsibilities and ownership of the class. Each teacher contributes his/her expertise to the development of teaching units.

2. UNIT TEACHING MODEL: The regular teacher and the special teacher alternate in presenting the content material on a regular basis. The other teacher serves as a teacher helper.

3. TEACHER HELPER MODEL: The regular teacher consistently serves as the lead teacher. The special teacher assists in instruction and circulates within the classroom according to a pre-determined plan of action.

4. SMALL GROUP MODEL: The regular teacher and the special teacher teach small groups simultaneously within the regular classroom. Each teacher has their own lesson plans. strategies, materials, etc.

5. STUDY SKILLS MODEL: The special teacher presents study skills initially in a two or three week period. followed by a monitoring of the application of the study skills for each unit. In this model the regular classroom teacher consistently takes responsibility for presenting the content and the special teacher consistently presents the study skills related to the unit.

6. PULL OUT MODEL: In this model. the special students leaves the regular classroom to receive alternative instruction in another classroom space.

EVALUATION

All students enrolled in fifth and sixth grade (regular and special) were tested in the fall and spring using the Stanford Diagnostic Reading and Math Tests (SDRT and SDMT) We hope to determine the following:

a. Do students with mild disabilities make more. less or the same progress while enrolled in regular classes rather than special classroom placement?

b. Do regular students who are enrolled in classes with students who have disabilities achieve at rates greater than. less than. or equal to those of students who do not have students with mild disabilities enrolled?

c. Do regular students make more. less. or the same progress as regular students who have other students with mild disabilities in their classes?

The FIRST program has experienced much measurable success. Cooperating teachers. both regular and special. have given positive feedback about the effectiveness of the program on improving self-esteem. as this was a top priority last year and all felt it was met at the end of the year. However. not all teachers are able to use the collaborative teaching model. One teacher declined after one semester from the project because of difficulties experienced in working closely with another teacher. Parents involved with the project were very satisfied with it. Parents observed improved study habits and general attitude change.

The data collected thus far is very preliminary. The

Stanford Diagnostic Reading Test and The Stanford Diagnostic Mathematics Test were given both in the fall and spring of the 1987-88 school year to all fifth and sixth grade students. The percentages recorded show the students using Scott-Foresman Focus reading materials are showing similar patterns in progress as students using Houghton Mifflin materials. The testing results also show skill areas students had difficulties with.

This testing and data collection is the beginning of a long term evaluation plan. The SDRT and SDMT will be administered in 88-89 and results will be compiled with the 1987-88 results.

PARTICIPANTS

During the 1987-88 school year the FIRST committee consisted of the following persons:

Mary Dankert-4th grade teacher
Esther Chapman- 4th and 5th grade special teacher
Ellen Haley -5th grade teacher
Phil Kramer- 5th grade teacher
Carol Schmitt-5th grade special teacher
Gary Brown- 6th grade teacher
Sandy Ross-6th grade teacher
Marilyn McDonnell Reiter- 6th grade special teacher
Jean Pirner-Special Education Consultant
Michael Houselog-Principal

1988-89 staff participants:

Denise Grant-3rd grade teacher

Marcia Less-3rd grade special teacher

Mary Dankert-4th grade teacher

Sue Ward-4th grade special teacher

Patty Bries-5th grade teacher

Phil Kramer-5th grade teacher

Esther Chapman-5th grade special teacher

Sandy Ross-6th grade teacher

Gary Brown-6th grade teacher

Marilyn McDonnell Reiter- 6th grade special teacher

Cindy Breitbach-Special Education Consultant

Michael Houselog-Principal

T.A.T. (Teacher Assistance Team)

Another element of total project is the inclusion of a T.A.T. component. During the 1987-88 school year. 33 children were discussed by the T.A.T. A variety of options were suggested and implemented through the resources provided by the T.A.T. For example. support associate assistance was provided on a short term basis to maintain children in regular classes while special strategies were implemented. Another use of support assistance was to provide support to students enrolled in special education. but being considered for phase out for a few critical adjustment weeks.

Through the T.A.T. teachers received suggestions. strategies and oftentimes alternative materials for instruction

One element which was "borrowed" from another school system was a reporting form for documenting interventions. (see attached) The T.A.T. felt it to be critical that a record of attempts and different strategies be documented for the benefit of the child and future teachers who will work with the student. The principal was the recorder for the form.

During the 88-89 school year a change in the T.A.T. is being changed. Listed below is a notice sent by the principal to all elementary teachers.

"This year we are trying to become more effective and efficient in our efforts to meet the needs of elementary students and teachers of elementary students. Providing support to students. teachers and parents is an area which can eliminate much frustration for everyone.

The T.A.T. was put in place last year for a variety of reasons. One of those reasons was to reduce the number of unnecessary referrals for special education. In fact, we did reduce the number of referrals. Formal and informal feedback from you suggested to me that the only reason for T.A.T. was to keep kids out of special education. Honestly, that was not my intention.

What we need to do at this stage of our development is to expand the scope and purpose of the T.A.T. The first thing we're doing is changing the name. We selected the title "CHINA" Team. Children In Need of Assistance Team.

Any child who needs support (there are many) can be brought to the committee. Examples may include: individual student behavior (bus line, hallway, playground, classroom) changing family roles (need for counseling, D.H.S. involvement, social work, etc.) attention seeking behavior assistance in classrooms, reaching the needs of bright students in our classes. The list goes on and on.

A few additional thoughts and suggestions:

1. This team is not a group of experts. However, working together as a team we can make some decisions/choices that are expert-like.

2. Let's talk about kids early on when we have concerns rather than allowing the problems to pile up like dirty laundry or to start to negatively impact others.

3. Any time a student is sent to the office on 2 occassions, they will automatically be referred by Tim or me

to the CHINA team.

4. Learning and behavior problems are not always related to a disability. Let's talk about them early and provide whatever support we can.

The CHINA Team meeting will always be announced in the Friday bulletin. We'll be keeping minutes of what we do without naming names. I think I speak for the rest of the committee when I suggest that there are different ways to utilize the resources of this school if we pool our creative thoughts and direct our actions at increasing positive student outcomes."

RULE WAIVERS

The following Rules of Special Education were waived to allow regular and special education staff to experiment with effective instructional strategies for students with mild disabilities, as well as children at risk in the least restrictive environment.

12.25(2) Special education instructional personnel. "Special education instructional personnel" serve as: Teachers or educational aides at the preschool, elementary or secondary level for pupils requiring special education.

12.51(3) District responsibility. The resident district shall be liable only for instructional costs incurred by an agency for those pupils certified as entitled in accord with these rules unless required by 34 C.F.R. 300.302, July 1, 1984.

12.51(7) Proper use of weighted and support service funds. Weighted instructional funds may be utilized to provide special education instructional programs both in-state and out-of-state with the exceptions of itinerant teaching instructional services and consultative instructional programs which must utilize support service funds for both in-state and out-of-state placements.

670--12.6(281) Maximum class size. Maximum class size limits are set forth in 12.6(5) and are predicted upon one teacher to the specified class size. In instances where a teacher is employed less than full-time, the maximum class size shall be proportionate to the full-time equivalency of the teacher employed.

CONCLUSION

The F.I.R.S.T. project has attempted to provide a variety of educational options to students in special, as well as regular education. Attempts to maintain the best practices of existing models such as pullout and resource are joined with models that include team teaching and cooperative learning to create a learning environment which promotes positive interactions for students with disabilities and regular education students.

READING ACCOMMODATION:

A
COLLABORATIVE
TEACHING
MODEL

Linda Wunder
Rebecca Olafsen

Postville Middle School
Postville, Iowa
August 1988

ACCOMMODATION STRATEGIES
FOR THE
MILDLY HANDICAPPED

-FINAL REPORT-

Statement of Purpose/Intent

Brief Overview of Grant

In the spring of 1987 it became apparent that there was a special need in the Postville Community School District to adjust middle school, 6-8, reading curriculum/programming to accommodate a large number of mildly handicapped (MH) and at-risk readers upon entrance to sixth grade. Middle school reading and resource room teachers, together with the building principal and Keystone special education consultant developed a tentative plan for grouping all at-risk and MH students into a single entity, an accommodation group, to be collaboratively taught by the resource room teacher and the regular education reading teacher. Recommendations for placement in the accommodation group were made by regular fifth grade classroom teachers, remedial reading teacher(K-5), and resource room(K-5) teacher based upon classroom performance, ITBS scores, and other standardized reading test scores. A Phase I Accommodation Grant was applied for to initiate the project. As Phase I progressed, student performance indicated a need for continuation and expansion of the accommodation strategies throughout middle school. The Phase II grant has involved formalizing strategies, assembling materials, unit development, and instructing and evaluating students to maximize their success in and out of regular education classrooms throughout middle school.

Grant Objective

Collaborative teaching of reading in middle school by the regular reading and resource teachers will maximize success throughout the three-year middle school reading program, and in content area classes. Students will be trained in specific learning strategies to become more efficient and independent learners. By increased time in regular education, together with prescribed time in the resource room, student abilities and needs will be more accurately assessed and instructional programming will be tailored to meet the assessed needs by daily contact with two teachers.

Grant Participants/Roles

Linda Wunder, Multicategorical Resource Room Teacher, project director and participant, instructed the accommodation group students in Kansas Learning Strategies and small group novel reading at the group's reading level.

Rebecca Olafsen, Middle School Reading Teacher, project participant, instructed the accommodation group students integrated with regular education students in sixth grade level basal reading skills, large group novel study, and independent reading projects.

List Waiver of Rules Required

In order for the Postville Community School District to pilot our Accommodation Project "Accommodation of Mildly Handicapped and At-Risk Learners", the following Rules of Special Education are requested to be waived to stay in compliance with the Department of Education, Bureau of Special Education. The following rule exclusions need apply only to the Middle School(6-8) Resource Room Program for the 1988-89 school year.

12.25(2) Special education instructional personnel. "Special education instructional personnel" serve as: Teachers or educational aides at preschool, elementary, or secondary level for pupils requiring special education.

12.51(3) District responsibility. The resident district shall be liable only for instructional costs incurred by an agency for those pupils certified as entitled in accord with these rules unless required by 34 C.F.R. 300.302, July 1, 1984.

12.51(7) Proper use of weighted and support service funds. Weighted instructional funds may be utilized to provide special education instructional programs both in-state and out-of-state with the exceptions of itinerant hospital or home services, itinerant teaching instructional services and consultative instructional programs which must utilize support service funds for both in-state and out-of-state placements.

670--12.6(281) Maximum class size. Maximum class size limits are set forth in 12.6(5) and are predicated upon one teacher to the specified class size. In instances where a teacher is employed less than full time, the maximum class size shall be proportionate to the full-time equivalency of the teacher employed.

STUDENT	LD RR	CHAPTER I	END OF SIXTH		PARTICIPATION IN PROJECT GROUP				IOWA TEST OF BASIC SKILLS READING - IGE			VOCABULARY - IGE		
	READING	READING	REG RDG	LD RDG	1	2	3	4	FIFTH	SIXTH	GROWTH	FIFTH	SIXTH	GROWTH
A	XXX		XXX		XXX	XXX	XXX		50	70	+20	50	66	+16
B	XXX				XXX	XXX	XXX	XXX	43	30	-7	37	56	-19
C		XXX	XXX		XXX	XXX	XXX	XXX	43	55	+12	52	48	-4
D		XXX		XXX	XXX	XXX	XXX	XXX	31	52	+21	26	29	+3
E	XXX			XXX	XXX	XXX	XXX	XXX	31	36	+5	54	58	+4
F		XXX	XXX		XXX	XXX	XXX	XXX	46	58	+12	26	43	+17
G		XXX	XXX		XXX	XXX	XXX	XXX	40	52	+12	35	50	+15
[illegible]		XXX		XXX	XXX	XXX	XXX	XXX	42	52	+10	39	46	+7
I		XXX		XXX	XXX	XXX	XXX	XXX	43	57	+14	33	64	+31
J		XXX	XXX	XXX	XXX	XXX	XXX	XXX	39	39	0	31	52	+21
K		XXX		XXX		XXX	XXX	XXX	50	60	+10	44	50	+6
L		XXX	XXX			XXX			42	55	+13	44	48	+4
M			XXX			XXX	XXX	XXX	51	42	-9	57	58	+1
N	S. I.			XXX				XXX	48	39	-9	52	58	+6

*** Brown and Hammill. Behavior Rating Profile, 1983, Standard Scores Mean = 10

A blank indicates nonparticipation

STATISTICS

SCHOOL								NOVEL RESULTS		INDEPENDENT BOOK REPORTS			
ATTITUDE	BASAL ON-GRADE LEVEL SKILLS TESTS				DISSECT	RAP	REG. ED.	R. R.	R.R.	TOTAL PAGES READ			
S.S.***	1	2	3	4	R. R.	R. R.	LARGE GR.	SMALL GR.	SMALL GR.	1	2	3	4
		B-	B	B	B	B	B			177	379	243	352
14		C	D	C-	C+	A	C+	B+	A-	255	150	20	115
7		C	C-	C+	B-	A	C	B+	A	514	319	113	486
11		D	D+	C	C	C	C	B	B+	0	112	116	222
12		C	D	D	B	B	C+	C-	A	0	95	50	90
10		C	D	C	B+	B	B	C+	B	287	71	106	347
7		D	C	C	B-	B	C	B-	B	453	272	133	296
15		D	C+	B-	B-	C	D-	A	A	216	433	116	306
13		C	D	D+	B-	A	C-	B-	B	562	73	119	128
14		D	C-	C	B-	C	F	B	B	498	261	166	262
7	D+	D+	D-	D-		B	D-	B-	B	338	192	159	90
	D-	C	C-	C		A	C-			152	299	315	719
10	D	D-	D	B		C	D	F	B	0	80	0	115
10								A-	A				82

12.5(4) Resource teaching program. An educational program for pupils requiring special education who are enrolled in a general education curriculum for a majority of the school day but who require special education in specific skill areas on a part-time basis. Pupils enrolled in this type of program require special education for a minimal average of thirty minutes per day. The maximum class size is eighteen (18) at the elementary and secondary levels with the exception of the hearing and visually impaired which is fifteen at both levels. The teacher of a resource teaching program shall serve in no more than two attendance centers. This program shall include provisions for ongoing consultation and demonstration with the pupils' teachers and may be operalted on a multicategorical basis. (Reference Iowa Code section 281.9[1]"b").

The suspension of these rules will allow regular and special education staff to experiment with effective instructional strategies for the mildly handicapped pupils, as well as children at risk in the least restrictive environment. (Reference Rule no. 12.2[3]).

Students Involved

The original accommodation group was comprised of three identified MH reading students and seven Chapter I reading students. As the project progresed, one MH student exited while three regular reading students and one SI student were added to selected phases of the project. The chart following this page(3A) shows the degree of participation and performance of each student in various aspects of the project.

Process of Development/Implementation

Initial Inservice Endeavors

The resource room teacher participated in five Keystone Special Education Service workshops:

1. The Word Identification Strategy (DISSECT)
2. The Sentence Writing Strategy (WRITER)
3. The Paraphrasing Strategy (RAP)
4. The Error Monitoring Strategy (COPS)
5. The Mnemonic Strategy (FIRST)

Also, the resource room teacher attended two sessions at the Iowa State Conference on Innovative Practices in Special Education:

1. Procedures for Developing Learning Strategies (TACTIC)
2. Teaching Content to Students with Learning Disabilities (Advance Organizers and other Content Area Routines)

The regular education reading teacher participated in the Mnemonic Strategy (FIRST) and two Study Skills seminars:

1. hm Study Skills (NASSP)
2. Study Skills (Becky Kimmerle Berry/Keystone/NILAC)

Procedural Steps of Process in Sequence

The middle school regular reading teacher and resource room teacher were alerted that an unusually large number of mildly handicapped and at-risk learners would be entering sixth grade in the fall of 1987. After years of informal, flexible accommodation of special education students in the regular reading classroom for various units during the three years of middle school, the resource room teacher, the regular education reading teacher, the building principal, and the Keystone special education consultant decided it was time for a more formal over-all plan, utilizing both the regular education reading teacher and the resource room teacher to meet the needs of this target group and future at-risk learners.

In consultation with the regular education fifth grade reading teacher, Chapter I reading teacher, and resource room teacher (K-5), the accommodation project teachers identified the original ten target group members. Fifth grade ITBS scores, Houghton Mifflin fifth grade level reading inventories, and fifth grade classroom performance measurements, as well as teacher recommendations were used. This identified at-risk group when in the regular classroom, would be integrated with eleven regular education students. When the resource room worked exclusively with the target group, the regular education reading teacher instructed the regular education students.

The Keystone Special Education consultant assisted the project teachers in applying for a special education accommodation grant-Phase I. A program plan and a schedule for flexible instruction and collaborative teaching of the target group was established for the first quarter. Group novel sets were ordered at the reading level of the target group and units of instruction were developed.

During the first quarter, the target group students received instruction in the DISSECT Kansas Learning Strategy from the resource room teacher for an average of approximately twenty-five minutes per day. The target group students received instruction in independent library book reading and book report projects and related process writing skills for an average of twenty minutes per day.

The Keystone special education consultant assisted the teachers in applying for Phase II of the special education accommodation grant. The original plan was adjusted and three regular education students were identified and added to the target group.

During the second quarter, the expanded group received instruction in the RAP Kansas Learning Strategy from the resource room teacher for an average of twenty minutes per day. The group received instruction in basal on-grade level reading skills, as well as instruction in independent library book reading, book report projects and related process writing skills for an average of twenty-five minutes per day.

For the third quarter, the target group was totally integrated with the regualar education reading students for continuing instruction in basal on-grade level reading skills, independent reading and reporting, and related process writing skills. In addition, the integrated large group began to read an entire novel together which incorporated vocabulary study, comprehension skills, literary skills, and higher order thinking skills. The regular education reading teacher was responsible for the entire forty-five minute reading instruction period.

During the fourth quarter the target goup was again adjusted. One MH student and one regular education reading student exited the target group. One MH self-contained with integration(SI) student was added. The target group received whole novel reading instruction at their instructional level from the resource teacher for approximately thirty minutes per day. The group completed instruction in the basal on-grade level reading skills, independent reading and book reporting, and related process writing skills with the regular education reading teacher for approximately fifteen minutes per day.

At the end of the fourth quarter the sixth grade students, including all students who had participated in various stages of the accommodation project, presented skits based on the novels the various groups had read.

During the fourth quarter formal referrals and staffings were conducted for selected students. At the end of the year, programming for seventh grade for all target group participants was determined. Also, modifications of the sixth through eighth grade reading curriculums to accommodate the resource room students were formalized.

Critical Keys in Assuring Success

In assuring success of the collaborative teaching model these factors are critical:

1. Close proximity of special education room and regular education reading room
2. Close professional and open working relationship between special education teacher and regular education reading teacher
3. Flexibility of scheduling
4. Communication among administration, parents, and teachers
5. Parental approval of programming
6. Reduced isolation and stigma of special education room
7. Adjustment of expectations and assignments in regular education classrooms
8. Careful screening and identification of MH and at-risk readers for participation

Modifications/Adjustments Needed

The reading and special education curriculums need to be adjusted to insure compatability of content and scheduling. This necessitates a quarter-by-quarter itemization of units covered to facilitate placement of the MH students in the regular education reading classroom to the maximum extent possible. More movement toward a novel-based approach to reading is foreseen to accommodate different reading levels.

Follow-up Inservice

In June 1988 the special education teacher in-serviced the regular education teacher in these three Kansas Learning Strategies:

1. The Word Identification Strategy (DISSECT)
2. The Sentence Writing Strategy (WRITER)
3. The Error Monitoring Strategy (COPS)

In August 1988 the special education teacher and the regular education reading teacher in-serviced the K-8 faculty in thse four strategies:

1. The Paraphrasing Strategy (RAP)
2. The Mnemonic Strategy (FIRST)
3. SQ3R
4. Time Management

Recommend Modifications Suggested for Replication

A teacher's aide could assist in classroom materials processing and monitoring of students' audio taped readings.

Contract extensions or release time for teachers involved in the project are needed to assure adequate planning.

Measurement/Evaluation

Techniques Developed for Measuring Student Outcome

DISSECT Strategy - Teacher monitored students' audio taped reading for accuracy of words read (% correct) and comprehension (% of answers correct) as established in word identification progress chart of DISSECT manual.

RAP Strategy - Teacher monitored students' audio taped paraphrasing for % of accuracy and comprehension as established in paraphrase score sheet and paraphrasing progres chart of RAP manual.

On Grade-level basal reading skills - Teacher scored standardized trade tests (Houghton Mifflin Celebrations) upon completion of individual skill instruction and unit completion.

Curriculum Based Assessments of Novel Reading -

Teacher-made vocabulary matching tests at end of sections of books and upon completion of novels.

Teacher-made cloze completion tests at end of novels.

Teacher-made short answer and extended essay tests at end of novels.

Teacher-made assignments of flexible projects to allow comprehension measurement on an alternative basis, rather than written.

Independent Book Reading and Reporting -

A record was kept of pages read in self-selected books with accompanying reports and projects.

Standardized techniques used -

End-of-level previous year basal tests were used as accommodation group member screening device

ITBS scores of previous year compared to project year scores were used to assess growth.

Actual Outcomes Observed

Individual letter grade results for resource room strategies and small-group below grade-level novel study were computed on a percentage scale. Refer to the chart on page 3A. The target group student who exited had an "A/B" average. Most of the rest of the target group maintained a "B" average in the resource room. One student could be considered in the "D" range. The SI student who was added late in the project maintained an "A" in the small-group novel study, but no other grades are available.

Individual letter grade results for on-grade level skills tests and regular education novel study were computed on a regular education grade curve with no special allowances made for the the target group students. Refer to the chart on page 3A. The target group student who exited consistently maintained a "B" average when mainstreamed. Five students held their own with a "C" average overall. Seven students fluctuated between the "C" and "D" average when compared with regular education students. No grade average is applicable for the SI student.

Individual reading page totals by academic quarter are itemized in the chart on page 3A. It should be noted that during the first quarter the independent book reading was conducted in lieu of any homework assignments, whereas during the other three quarters, the independent reading was in addition to homework assignments. Also, during the third quarter, the target group was involved in the regular classroom group novel study which involved extensive homework assignments. The group average totals by quarter are as follows:

1st	2nd	3rd	4th
265	210	158	258

Individual growth patterns for comparing ITBS reading and vocabulary IGE scores are itemized on the student chart, page 3A. As a group, the average growth between fifth and sixth grades for the reading test was 8.7 months and for the voacbulary test, 10.7 months.

Related Evaluation Strategies Developed

A Behavior Rating Profile was used as measurement of school attitudes at end of project year as compared to the standard mean. The Brown and Hammill test was recommended by the Keystone Special Education Consultant.

During formal teacher evaluations, the building principal measured the project teachers in areas directly related to work on the accommodation project.

Actual Outcome Observed

The standard scores of the target group students on the School Attitude Survey are itemized in the chart on page 3A. The standard score mean is 10, Nine of the target group members were at or above the mean, with three students falling below the mean.

The project teachers received the highest ranking and positive comments from the building principal in evaluation areas concerned with varying instruction to meet individual student needs, designing assessment techniques to measure student knowledge of skills, participation in professional related in-service training, and maintaining positive professional interactions with other educational personnel.

Recommend Modifications in Developing Evaluation Techniques

Allow teacher-recommendations as an integral part of the identificaton of the group participants.

Continue to include ITBS scores as one measurement, but acknowledge that curriculum-based assessment techniques can be more valid for measuring growth.

Develop further alternative comprehension assessment techniques to accommodate students low in written language skills.

Continue to monitor independent reading pages, but encourage and promote more partner reading of same title and cooperative reports and projects.

Future Intended Endeavor

Anticipated Extension and Modifications of the Project

The sixth grade curriculum formula for reading will continue with on-going modifications, the goal being assessment, objectively and subjectively, of all at-risk readers for proper programming during middle school.

The seventh grade reading curriculum will be on-going concentrated learning strategies in the resource room for students placed in resource room at the end of sixth grade. SQ3R content area reading projects and large group novel reading in the regular education classroom will be conducted for the MH students, as well as small group novel study in the resource room. No regular education integrated on-grade level basal skills will be taught. During the third and fourth quarters the MH students will be mainstreamed for poetry writing and reading. The resource room teacher will assist on an individual basis.

The eighth grade reading curriculum for the MH students will include historical novel study in the resource room and in the regular education reading classroom to apply to their American History regular education classroom study. Also, MH students will be instructed in new Kansas Learning strategies as they become available. During the second semester the MH students will participate in the regular education

RESOURCE ROOM READING CURRICULUM

Sixth Grade

1	2	3	4
DISSECT Strategy	RAP Strategy		Small Group Novel Study

Seventh Grade

1	2	3	4
		Small Group Novel Study	
FIRST Mnemonic Strategy	Textbook Reading		

Eighth Grade

1	2	3	4

----Review Previous Strategies---

-----Introduce New Strategies----

As Available

-----------Historical Novel Reading and Projects-------------

REGULAR EDUCATION READING CURRICULUM

Sixth Grade

1	2	3	4
------Basal Textbook Reading------		Large Group Novel Study	Small Group Novel Study
---------------------Process Writing Projects---------------			
-----------------------Basal Reading Skills-----------------			
----------Independent Library Reading and Book Projects-------			

Seventh Grade

1	2	3	4
SQ3R Content Area Projects	Contemporary Junior Novel Study	Basal Textbook Reading	Poetry Projects
---------Process Writing-------		-------Poetry Writing-------	
-----------------------Basal Reading Skills-----------------			
----------Independent Library Reading and Book Projects-------			

Eighth Grade

1	2	3	4
-------Short Story Study------		Independent Research Paper and Presentation	Independent Reading and Writing
Literary --------Analysis Skills--------			
--Independent Library Reading and Book Projects--			
-----------Historical Novel Reading and Projects--------------			

classroom for independent projects with assistance from the resource room teacher.

Refer to the curriculum overlays on the following pages(9A and 9B) for specific unit and quarter overviews. This curriculum chart is a general guide for units spent in the regular education classroom and the resource room. Individual student needs will be considered on a unit-by-unit basis.

Personal Comments

Middle school is a transition period, academically and personally, for students. Identification of student abilities and needs is essential for success during the middle years. Flexiblity of programming during this school period can allow maximum time spent in regular education with peers while facilitating individualized instruction in the resource room when needed. The resource room and the regular education classroom need to be in close proximity and the teachers need to be able to work together professionally, to identify and meet the needs of the adolescent learner. Removing the isolation and the stigma of the resource room will benefit the entire school program.

Consulting Teacher With A Paraprofessional

Statement of Purpose/Intent

The purpose of this project is to accommodate students' needs in the regular classroom. The consulting teacher with a paraprofessional model is an outgrowth of the special education thrust to provide services in the least restrictive environment appropriate to a given student's needs, and so that those who are capable of functioning in regular classrooms can be educated in mainstream settings.

The major project goals and objectives of this grant are as follows:

Goal #1: To have regular classroom teacher establish obtainable goals for low achievers.

Objectives:
1. To modify length of assignments.
2. To set up reading groups to aid student comprehension.
3. To use concrete materials.
4. To check student understanding of teacher expectations.

Goal #2: To modify curriculum in academic subjects.

Objectives:
1. To develop regular classroom teacher awareness of learning styles.
2. To break assignments into tasks students can complete on time.
3. To change format, wording, and density of student assignments to align with students' capabilities.

Goal #3: To have paraprofessional work with multicategorical resource students in regular classroom.

Objectives:
1. To increase student time on task.
2. To increase student organizational skills.
3. To help students develop coping techniques.

Participants in the Consulting Teacher with a Paraprofessional model are:

Mary Cross, 7th English Instructor
Marv Kaune, 7th Math Instructor
Margaret Willemsen, Paraprofessional
Gail Moorman Behrens, Multicategorical Resource Instructor
Rupert Kneef, Keystone AEA Consultant
Norman Miller, Principal

In order for the Oelwein Community School District to pilot our Accommodation Project, Consulting Teacher with a Paraprofessional, the following Rules of Special Education are requested to be waived to maintain compliance with the Department of Education, Bureau of Special Education:

12.25(2) Special education instructional personnel. "Special education instructional personnel" serve as: Teachers or educational aides at the preschool, elementary, or secondary level for pupils requiring special education.

12.51(3) District responsibility. The resident district shall be liable only for instructional costs incurred by an agency for those pupils certified as entitled in accord with these rules unless required by 34 C.F.R. 300.302, July 1, 1984.

12.51(7) Proper use of weighted and support service funds. Weighted instructional funds may be utilized to provide special education instructional programs both in-state and out-of-state with the exceptions of itinerant hospital services or home services, itinerant teaching instructional services and consultative instructional programs which must utilize support service funds for both in-state and out-of-state placements.

The suspension of these rules will allow regular and special education staff to experiment with effective instructional strategies for mildly handicapped pupils, as well as children at risk in the least restrictive environment. (Reference Rule No. 12.1(3)).

This project was conducted at Oelwein Junior High. For the classes addressed in this project, 7th grade math and 7th grade English, nine learning disabled students participated.

Process of Development/Implementation

During the second semester of the 1985-1986 school year, Oelwein Junior High became involved in a pilot project. The objective of this pilot project was to place 6th and 7th grade students presently in the multicategorical resource program into the regular classroom settings with the multicategorical resource teacher accompanying. Although the immediate success of this project was not realized, it left impressions. Resource programs for students in grades 6-9 began to align themselves more closely with the regular classroom curriculum. The paraprofessional brought in to assist students and read tests for social studies, science, and other classes not dealt with directly in the project remained.

The above project was the forerunner to the accommodation project, providing us with much insight on mainstreaming. Both projects materialized in the concerted effort to find ways to decrease special education enrollment, allow more handicapped learners to satisfactorily compete in the mainstream, and perhaps reduce special education costs. The accommodation project for the 1988-1989 school year was made possible through a grant from Keystone AEA in conjunction with the Bureau of Special Education.

Upon grant approval, the following procedural steps were implemented:

1. Teacher and aide participants were selected.
2. Student participants were selected.

3. Parents of involved students informed of project details.
4. Teachers, aide, AEA personnel, and principal met to review goals and objectives.
5. Schedule students into appropriate classes.
6. Resource teacher, English teacher, and aide met in the summer to review, rewrite, and otherwise modify the curriculum and its presentation, and establish role of paraprofessional.
7. Resource teacher, math teacher, and aide met in the summer to review, rewrite, and otherwise modify the curriculum and its presentation, and establish role of paraprofessional.
8. The day-to-day workings of this model as set up for Oelwein Junior High within an 8 period day are as follows:

   4th Period - paraprofessional assists in 7th grade English Class.

   5th Period - consulting teacher meets with English instructor and math instructor as needed. Consulting teacher meets with paraprofessional daily (5th period extends over a 1½ hour period to include lunch).

   6th Period - Paraprofessional assists in 7th grade math class.

Critical Keys in Assuring Success

1. Employ a paraprofessional with excellent people skills, good background knowledge, and experience in assisting teachers and students in varied situations. The paraprofessional involved in the Consulting Teacher with a Paraprofessional project at Oelwein Junior High has had nearly all the training of a teacher of special education and has assisted extensively in the Junior High both as an SCI aide and as a resource aide to many teachers in the academic areas. Because of her skills, education, and experience, no formal training was needed for the paraprofessional employed.
   If a person with such characteristics as mentioned above is not available it would be well to consider summer inservice training for the paraprofessional immediately prior to curriculum modification.
2. Choose teachers with a solid and personable working relationship. Communication is an important factor. There should be give and take, active listening, and a willingness to try what another suggests.
3. Provide for ownership of the classroom instructors in the model. It is their curriculum, their class, and their vast experience in the field.
4. Build in, within the framework of the school's time schedule, conference time for the teachers and paraprofessional to meet with the consulting teacher. Provide materials modification time for consulting teacher.
5. Provide time and funds for modification of each curriculum by regular teacher, consulting teacher, and paraprofessional. Write out and provide each teacher with summary of agreed-to modifications.
6. Schedule the students of concern into the appropriate class during the period in which the paraprofessional will assist and modified materials and presentations will be used.

Modifications and Adjustments

* At the time of this writing this model has been in effect less than two weeks.

Schedule time for consulting teacher to meet with students of concern. Preferably at the end of day, this allotted "study hall" time would allow the consulting teacher to monitor student progress, to touch base with the students that prompt our resolve to make the changes we do.

Measurement and Evaluation

As project students are evaluated throughout the year on selected measurement criteria, those students showing successful utilization of this instructional/support service shall be reevaluated as in need of supplemental assistance (RO), a less restrictive program.

Recommended Modifications Suggested for Replication

As the model is implemented throughout its initial year of operation, various modifications recommended will be identified and offered for review.

TEAM TEACHING/COOPERATIVE LEARNING

AN
EFFECTIVE
ACCOMMODATION

STARMONT MIDDLE SCHOOL

STRAWBERRY POINT, IOWA

AUGUST 1988

Cooperative Learning/ Team Teaching

We sink or swim together

West Delaware
County Community
School District
Manchester, Iowa 52057

STAD

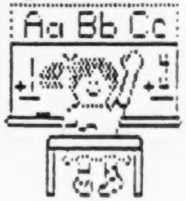
Student Team Learning (STL) is an instructional approach based on years of research on cooperative learning. STL consists of two major techniques applicable to math, Student Teams Achievement Divisions (STAD) and Teams-Games-Tournament (TGT). These methods require students to work in learning teams that are heterogeneous in terms of academic achievement. In STAD, following a teacher presentation, students study worksheets in their teams. Then they take quizzes individually to demonstrate how much they have learned. The student's quiz scores are averaged to form a team score, which later is printed in a weekly newsletter or on a class bulletin board. TGT is similar to STAD, except that students display their learning in tournaments instead of taking quizzes.

The effects of Student Team Learning on intergroup relations are strong and consistent, because the team goal and team interactions allow students to view one another positively. Because the program is inexpensive, takes no more class or teacher time than traditional methods, and increases achievement as well as improving intergroup relations, it can be used as a regular part of class instruction.

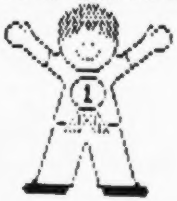
TEACH

TEAM
STUDY

DAILY WORK
QUIZ



TEAM
RECOGNITION



FOUR COMPONENTS

TEACH

The teacher will present and develop the skill or concept with the students using any approach found to be effective with that class. Student Team Learning is designed to enhance, not replace teacher instruction.

TEAM STUDY

Team study periods are for reinforcement. Students work and study together in their small structured heterogeneous teams using materials designed to reinforce the concept or skill the teacher has taught. Each student is responsible not only to learn the concept, but to help his/her teammates understand the tasks. The students work toward a common goal -- team success -- and the success of the team depends on the degree to which its members learn.

DAILY WORK/QUIZZES

After the team study, each child has a daily assignment to practice the concepts being taught. Grades are taken from the daily assignments. No grades are taken from teamwork assignments. The individual quiz scores are recorded for the student's grade.

TEAM RECOGNITION

Their quiz scores are used to contribute to a team score. An "improvement score" system may be used to keep the team competition fair as each student earns points to the degree that he/she exceeds past performance.

This project was made
available through a grant
awarded to

Keystone AEA

in 1987-88 entitled Accommodation Strategies, from the Iowa Department of Education, Bureau of Special Education.

The Intent of the project is to:

1. Facilitate mildly handicapped students in regular education through the development and utilization of unique educational strategies.
2. Enhance cooperative endeavors between regular and special education personnel in the provision of services to all children regardless of their individual differences.

West Delaware County Community School District is using cooperative learning strategies in thirteen classrooms, grades 2-6. The model we are using is from Johns Hopkins Team Learning Project, Baltimore, MD.

ADMINISTRATORS:

Dr. Stephen L. Swanson, Superintendent
George Cabalka, Elementary Principal
Joe Sweet, Director of Special Programs

CLASSROOM INSTRUCTORS:

Cynthia Mitchell, Special Education
Carolyn Milroy, Fifth Grade
Gail Prinsen, Fourth Grade
Carol Justice, Second Grade

KEYSTONE SUPPORT STAFF:

Margaret James, Consultant

If you have any questions, you may contact us at Lambert Elementary, Manchester, Iowa.

Phone: (319)927-5018

Starmont Middle School
Accommodation Project - 1987 - 88
Final Report

I. Statement of Purpose/Intent

A. Brief overview of Grant

1. The Starmont Middle School was initially selected by the Keystone AEA to develop an accommodation strategy under Phase I of their grant components. This initial project started at the beginning of the 1987-88 school year. Our strategy was to cooperatively teach a seventh and eighth grade math class. A special education teacher was teamed with a regular education teacher during those two class periods. Special education students who were identified as having problems in math were placed in the classroom along with students who did not qualify for special education, or Chapter I, yet historically they too had struggled with math. The Starmont Middle School also received a grant from the second phase of the Keystone Grant to expand this project during the second semester of the 1987-88 school year. At the beginning of the second semester an accommodation class was initiated for 7th grade Language Arts students.

B. Grant Objectives

1. To establish or improve a good attitude toward math and school.
2. To improve socialization skills by remaining in the classroom instead of being pulled out.
3. To reduce amount of time and number of students being pulled out of the regular classroom.
4. To meet each student's needs within the regular classroom.
5. To decrease the chance of "falling through the cracks" by monitoring more.
6. To improve attitude toward special education teachers in relation to other staff and disciplines.
7. To increase an awareness in those students of the application of math skills.
8. To reinforce feedback procedures by using two teachers.
9. To create an awareness that resource teachers aren't just for tutoring.

C. Grant Participants and Roles

1. The building administrator for the Starmont Middle School is Denny Coon. He along with the initial team of Mark Klingner (regular education 7 & 8 math teacher), Cindy Breitbach (SCI teacher), and Carol Straka (Resource teacher) planned and implemented the accommodation classes for the beginning of the 1987-88 school year. Mr. Klingner was teamed with Mrs. Breitbach for a 7th grade math class and Mr. Klingner was teamed with Mrs. Straka for the 8th grade math class.

   When we expanded the project during the second semester, Mrs. Shirleen Reinhardt (7th grade Language Arts regular education teacher) was added to the team. She and Mrs. Straka teamed for that particular class. Mrs. Breitbach then took over the 8th grade math class during the second semester.

D. The Starmont District request the following rules be suspended or waived in order for us to initiate our accommodation project, "Cooperative Teaching."

1. **12.25(2) Special education instructional personnel.** "Special education instructional personnel" serve as: Teachers or educational aides at the

preschool, elementary or secondary level for pupils requiring special education.

2. **12.51(3) District responsibility.** The resident district shall be liable only for instructional costs incurred by an agency for those pupils certified as entitled in accord with these rules unless required by 34 C.F.R. 300.302, July 1, 1984.
3. **12.51(7) Proper use of weighted and support service funds.** Weighted instructional funds may be utilized to provide special education instructional programs both in-state and out-of-state with the exceptions of itinerant hospital services or home services, itinerant teaching instructional services and consultative instructional programs which must utilize support service funds for both in-state and out-of-state placements.

   The suspension of these rules will allow regular and special education staff to experiment with effective instructional strategies for mildly handicapped pupils, as well as children at risk in the least restrictive environment. (Reference Rule No. 12.2[3]).

4. **12.6(281) Maximum class size.** Maximum class size limits are set forth in 12.6(5) and are predicated upon one teacher to the specified class size. In instances where a teacher is employed less than full time, the maximum class size shall be proportionate to the full-time equivalency of the teacher employed.
5. **12.6(1) Class size and age span (subrule 12.30[2]).** If, in unique circumstances, it is necessary to exceed the class size maximum for a resource teaching program, a special class with integration or self-contained special class with little integration, the director shall review the proposed placement for appropriateness in accord with Iowa Code section 273.5 and maintain documentation which records the following: That the placement does not adversely affect the appropriateness of the program for all pupils in the class; that support services are provided to the program, including appropriately authorized consultant services; that consideration has been given to the need for and availability of paraprofessionals to assist the teacher; that consideration has been given to the need for additional instructional staff; that served pupils have comparable educational needs; that the chronological age range does not exceed six years.
6. **12.5(4) Resource teaching program.** An educational program for pupils requiring special education who are enrolled in a general education curriculum for a majority of the school day but who require special education in specific skill areas on a part-time basis. Pupils enrolled in this type of program require special education for a minimal average of thirty minutes per day. The maximum class size is eighteen (18) at the elementary and secondary levels with the exception of the hearing and visually impaired which is fifteen (15) at both levels. The teacher of a resource teaching program shall serve in no more than two attendance centers. This program shall include provisions for ongoing consultation and demonstration with the pupils' teachers and may be operated on a multicategorical basis. (reference Iowa Code section 281.9[1]"b").
7. **12.5(3) Special class with integration.**

   a. An educational program for pupils requiring special education who have similar educational needs and who can benefit from participation in the general education curriculum in one or more academic subjects with pupils who are not handicapped. The maximum class size for this model is twelve (12) at the elementary level and fifteen (15) at the secondary level with the exception of the hearing impaired which is t[illegible] (10) at both levels. This program shall include provisions for ongoing consultation and demonstration with the pupil's teachers.

   b. Programs of this type may be operated on multicategorical basis with approval of the director. For approval to the granted, the following conditions shall be considered: Support services provided to the program including appropriately authorized consultant services; the need for an availability of paraprofessionals to assist the teacher; served pupils have comparable educational needs; the chronological age range does not exceed four years; and, program curriculum consists of appropriate content for handicapping conditions served. (Reference Iowa Code section 281.9[1]"b").

E. Students Involved

1. Twenty students were involved in the 7th grade Language Arts class of which five were special education students.
2. Eighteen students were involved in the 7th grade math accommodation class of which 4 were special education students.
3. Seventeen students were involved in the 8th grade math accommodation class of which 5 were special education students.

II. Process of Development/Implementation

A. Initial Inservice Endeavors

1. Exposure to Mason City at Special Education Conference (Spring '87).
2. October, 1987 - Team traveled to Mason City to observe "Project Re Entry".
3. November 18, 1987 - Team inserviced administration and special education staff.
4. January, 1988 - Team traveled to Hoover Intermediate in Waterloo.
5. February 13, 1988 - Team inserviced building staff

B. Procedural Steps of Process in Sequence

1. Decision to apply for grant
2. Application
3. Addition of participants
4. Reception of grant
5. Pre-school planning and goal setting (Refer to appendix #1 for outlines of activities)
6. In class/daily planning (Refer to appendix #2 for a copy of a daily lesson plan)
7. On-site visit - Mason City
8. Decision to apply for Phase II
9. Decision to extend project - to L.A.
10. Additional participants secured
11. Application for grant
12. Reception of grant
13. Pre-2nd semester planning time for new team and previous team (Refer to appendix #3 for Language Arts Planning Session)
14. In class/daily planning
15. Site visit - Hoover Immediate

C. Critical Keys in Assuring Success

1. Interest and openness in part of participants
2. Communication - participants, building staff, school district staff, administration, and parents. (Refer to appendix #4 for sample letter to parents.
3. Trust
4. Commitment to students

D. Modifications/Adjustments Needed

1. Earlier inservice for all participating teachers

2. Earlier inservice for total school staff
3. Input regarding project results
4. Daily planning time essential
5. Total team meetings 1/month
6. Grade level meetings of staff
   re. communication on student progress

E. Follow-Up Inservice

1. Input regarding project results

F. Recommend Modifications
Suggested for Replication

1. More preplanning before implementation
2. Decide on measurement tools
3. Provision of supervised study time
4. On site visits prior to implementation
5. Release time for other teachers in district to observe team taught classes

III. Measurement/Evaluation

A. Techniques Developed for Measuring Student Outcomes

1. Daily student recordkeeping (graphs)
2. Group and individual quizzes
3. Rating scales
4. Pre and Posttests
5. Permanent Data (ITBS, Stanford)
6. Behavior Rating Profile
7. Parent Attitude Surveys

B. Actual Outcome Observed

1. Pre and Posttests
2. Behavior Scale (Refer to appendix #5 for Language Arts behavior rating scale)
3. ITBS
4. Writing Samples - scores
5. Stanford Diag. Math (Refer to appendix #6 for class comparison)
6. Student Grades (Refer to appendix #7 for 7th Language Arts grade comparison)
7. Student Comments

   a. One student who had been in a "pull out" program for four years commented about being in a regular classroom that he "felt like one of the other kids now".

8. Language Arts class summary (Refer to appendix 8 for summary)
9. Student Survey Results (Refer to Appendix #9)
10. Social Skills and Behavior Management Techniques taught/previously taught in SI/Resource classroom are being generalized/transferred in other school settings.

C. Related Evaluation Strategies Developed (Teacher/Parent/Administrator)

1. Parent Surveys (Refer to Appendix #10 for sample)

2. Teacher Surveys (Refer to Appendix #11)

D. Actual Outcome Observed

1. Parent/family comments (Refer to Appendix #12 for results of Parent Surveys
2. Parent Comment

   a. One couple commented, "They were surprised that their daughter was getting good grades and still able to be in a regular classroom.

3. Administrator's Comments

   a. The building administrator noticed that the regular education teachers were using the special education teachers more as resources this year for strategies they might need in dealing with students. There was also an attempt by the regular education teachers to be patient and flexible with some of these special education students in the classes outside of the accommodation classes. The administrator also felt the morale of the special education teacher was high because of this intervention and involvement in the regular education classroom.

4. Keystone Monthly News Feature and Video Tape

   a. The Starmont Middle School was featured in the Keystone AEA Monthly Newsletter this year and included in a videotape explaining the project. (Refer to Appendix #13)

5. Spencer Team Visitation on April 8, 1988

   a. The Starmont Middle School was visited by a team of staff and administration from Spencer, Iowa on April 8, 1988 to view the program.

E. Recommend Modifications in Developing Evaluation Techniques

1. Change math test
2. Find language test (pre and post)
3. Behavior/Attitudes toward math
4. Check into curriculum-based measurement

IV. Future Intended Endeavor

A. Anticipated Extension of Project - Anti Pull-out

1. Extend 9th grade math (88-89)
2. Extend high school language (89-90)
3. Extend to lower grades (immediately)
4. Extend to 8th grade language (immediately)
5. Extend to Chapter reading and math (89-90)
6. Extend to teaming in all areas (ex: science and social studies)

B. Recommend Modifications

1. More inservice
2. More planning
3. Possibility of time allotted for occasional consultative work in other content areas (resource)

C. Personal Comments

1. "When grant money is available, plans for evaluation should be scheduled so as not to interfere with teaching (especially during final weeks)."
2. "Process of students into classroom continues."
3. Still need some pull-out options available.
4. The building administrator and special education teachers had to creatively examine and rework the schedule to allow for this project to take place. A very important aspect of the program is to schedule common planning periods for the teachers involved in the teams. The schedule also has to be manipulated to place the special education students and "at risk" students in the correct period. This is frustrating at times as it's easier to put a master schedule together and then make the kids fit the schedule rather than allowing the student's needs and the program to dictate the schedules. The person involved in scheduling has to keep his or her eyes on the purpose which involves reworking and manipulation.

V. References

A. Professional Articles (see attached)
B. Professional Contact People
    1. Mason City Project Re-entry
    2. Melissa Clarke (AEA 7)
C. Workshops
    1. Special Education Conference
    2. Middle School Conference
D. Demonstration Sites Available
    1. Mason City Project Re-entry
    2. Hoover Intermediate (Waterloo)

Appendix 1 - Outline of Activities

A. Monday, August 17, 1987

1. Discussion of fears and anxieties of team teaching.
2. Discussion of goals and objectives.
3. Discussion of testing (standardized)
   Placement Testing
   Formative Testing
   Summative Testing
4. Discussion affective domain in classroom as it related to the student body.
5. Created tentative class format including discussion of teacher roles and responsibilities.

B. Tuesday, August 18, 1987

1. Morning: Cindy and Mark wrote lesson plans for first five days specific to 7th grade and discussed strategies.
2. Carol located and evaluated cooperative learning materials and looked over 8th grade math curriculum.
3. Afternoon: Carol and Mark wrote lesson plans for first four days specific to 8th grade and discussed strategies.
4. Cindy located and evaluated cooperative learning materials and looked over 7th grade math curriculum.

C. Wednesday, August 19, 1987

1. Morning: Discussion and design of grading and record keeping to enhance each student's responsibility toward their academic progress.
2. Designed processing for basic facts activities.
3. Afternoon: Clerical details.

Appendix 2 - Copy of a daily lesson plan

a. Review - correct previous days assignment - answers on overhead and both teachers giving individual assistance on errors. (5 - 10 minutes)
b. Activity - Introduction of new material (one teacher presenting the other monitoring) - small group activities (both teachers leading activities) - 10 - 25 minutes)
c. Practice - Individuals working on daily assignments (both teachers monitoring - (10 - 20 minutes)

Appendix 3 - Language Arts Planning Session

a. GOAL - Increase communicative abilities to receive and response through the processes of reading, writing, listening, speaking, thinking, and viewing.

b. OBJECTIVES -

Reading

1. Increase reading for enjoyment
2. Selection
   Appreciation
   Reaction
   Elements of story or written piece
      Analysis - Theme
                 Purpose
                 Audience, form, voice
   Library/research skills

Writing

1. Encourage legible writing
2. Writing - appropriate (form, voice) for particular purpose, audience
3. Use of appropriate mechanics in final drafts
   eg. punctuation, capitalization, word usage - spelling

Means For Meeting Goals And Objectives

1. Sentence Writing Strategy (PENS)
2. Error Monitoring Strategy (COPS)
3. Daily Oral Language - Start daily class sessions with this.
4. Reading for Enjoyment - Reading/Language Connection
5. Spelling
6. Word Processing - increase opportunities as kids become adept at keyboarding.

Means Of Evaluation

1. Pre and post Strategy tests
2. ITBS scores - carefully used
3. Work in In Process folders
4. Observation
5. Investigate wholistic scoring of written work
6. Investigate Curriculum Based ASsessment

Learning Formats

1. Cooperative learning - various structures possible - will increase...
   - motivation
   - interaction
   - task behavior
   - organization
2. Individual - Writing Workshops
3. Incentives - language or reading items to be awarded - Computer use - language software, eg. vocabulary programs.

Further Implications

1. Coming reading and language arts - eg. 6th grade class being done this year 1987-88. Also at Hoover Middle School team taught classes in Waterloo.

Appendix 4 - Sample Letter to Parents

Dear Parents,

We have an opportunity this second semester at the Starmont Middle School to try a cooperative teaching approach in you son/daughter's Language Arts Class. The Area Education Association has awarded us a grant which we can use to try a unique approach in teaching 7th grade Language Arts.

Mrs. Shirleen Reinhardt and Mrs. Carol Straka will be teaching this Language Arts class during eighth period. We hope that this approach will allow the teachers to spend more time with your child in this very important part of the curriculum.

There will be more information sent later which will explain some important classroom procedures. We hope you will support the teachers on these class rules and regulations.

If you have questions concerning this, please feel free to call. We'd be happy to answer any questions you might have.

Sincerely,
Denny Coon

Appendix 5 - Language Arts Behavior Rating Scale

a.

Students:	Home				School				Peer			
	Feb		May		Feb		May		Feb		May	
	R	S	R	S	R	S	R	S	R	S	R	S
A	17	12	18	13	18	13	17	12	18	13	16	10
* B	11	8	16	11	13	9	16	11	7	5	17	11
C	14	10	15	11	11	8	16	11	12	8	15	9
D	11	8	7	5	17	12	19	14	16	10	17	11
E	12	9	11	8	19	14	17	12	6	4	7	5
* F	13	9	14	10	12	9	18	13	13	9	16	10
G	16	11	15	11	20	15	19	14	18	13	11	7
* H	16	11	15	11	19	14	17	12	18	13	19	14
I	11	8	8	6	8	7	8	7	12	9	9	6
J	11	8	10	7	16	11	15	11	9	6	8	6
K	14	10	14	10	16	11	18	13	9	6	17	11
L	13	9	11	8	15	11	15	11	12	8	12	8
M	9	6	8	6	11	8	13	9	7	5	7	5
N	12	9	13	9	15	11	14	10	10	7	14	9
O	13	9	10	7	8	6	11	8	16	11	15	9
P	14	10	10	7	16	11	16	11	17	12	15	9
Q	7	5	11	8	9	6	11	7	13	8	15	9
* R	18	13	17	12	16	11	18	13	13	9	18	12
S	19	14	19	14	18	13	20	15	17	11	17	11
* T	17	12	14	10	15	11	12	9	10	7	14	9

R - Raw Score   S - Scaled Score   * - Special Education Students

Appendix 6 - Class Comparison

Stanford Diagnostic Test
Class Comparison
7th Grade

	Fall			Spring			Change	
	RAW	GE%	RANK	RAW	GE%	RANK	RAW	% RANK
Per. 2								
Average	86.44	7	52.44	99.88	10.7	74.65	14.06	23.81
Per. 3-H								
Average	96.28	9.4	72.28	105.28	12.8	86.44	9.29	14.82
*Per. 3-K								
Average	61.50	14	16.11	79.11	34	31.11	17.61	14.67
Per. 4								
Average	93.57	8.9	66.38	102.19	11.5	79.24	8.62	12.86

8th Grade

Per. 5								
Average	89.50	10.8	73.40	102.67	PHS	86.57	12.80	12.65
*Per. 6								
Average	54.31	5.8	23.56	66.76	7	34.24	13.00	11.44
Per. 7								
Average	80.56	9.4	62.06	91.61	11.2	72.11	11.06	10.06
Per. 8								
Average	81.36	9.5	63.29	93.79	11.9	75.07	12.43	11.79

*Accommodation Class

Appendix 7 - A comparison of grades between second semester of 6th grade and second semester of 7th grade for students in accommodation class.

	6th Grade			7th Grade		
Students	3rd 9 /	4th 9 /	Sem	3rd 9 /	4th 9 /	Sem
A			C-	C-	C-	C-
* B	F	F	F	C	C	C-
C	C	D-	C-	B	C+	B-
D	C	D-	C-	B	B-	B
E	B	B	B	B+	A-	A-
* F	D	F	D	B	C+	B-
G	C+	C	C	A-	B	B+
* H	F	C	D	C	C-	C
I	C-	D	C-	B	B-	B
J	C-	D	D+	B-	C	C+
K	C-	C	C	B-	B-	B-
L	B	B	B	A	B+	A-
M	C	C-	C	B	C+	B-
N			A	A	A-	A
O			D+	C	C	C
P	C	B	B-	A-	A-	A-
Q	C	C	C	B-	C	C+
* R	C-	D-	D+	C	C	C
S	C	B	B-	B	B+	B+
* T		F	F	C-	C-	D+

* - Denotes Special Education Students

Appendix 6 - Language Arts Class Summary

Student scores and grades showed overall improvement. The second semester language arts grades of 18 out of 20 students in the accommodation class improved from first semester. One exception had maintained a C. The other exception had previously received a B in a pull-out class and received a C- in the team taught class. After having been taught the simple sentence segment of The Writing Strategy, 17 out of 20 students increased the percentage of complete sentences in a writing sample. The average increase for the entire class was 16%, from 76% to 91%. The average increase for the special education students was 9%, from 79% to 88%. Math skills of students were observed to increase.

Several positive comments by participating students and their parents indicated that two teachers in the classroom were an asset. 11 out of 20 parent attitude surveys sent out in May regarding the language arts class were returned. Names were usually not included, therefore it is not possible to assess all of the responses of the parents of the special education students. If was known, however, that parents of at least three of these five students responded and that their comments (*) were positive. Comments included:

- She likes the cooperative class better. Sometimes if she can't understand one teacher, she can understand the other.

* She is doing much better in language arts.

- Doesn't like it much - feels she can do more than what's given. (higher achieving student)

* He feels OK about it.

- She thinks class and school is fun. She likes doing sentences and not doing homework in a workbook. Her grades have improved.

- She thinks it's fine. Concerned about her understanding what she reads.

- He seems to like it, and he seems to stay with his task if given more help or attention which this class does. I feel he has improved in organization, completing work and attitude about his work since he's been in this class. Just recently, I have noticed a big change in his organization of things at home. Whether due to his age or the class, I believe he's improved.

* He is enjoying the class now (because of programs like this and the teachers that participate in them), whereas before he was discouraged.

- I can see my daughter is doing very well with your program.

With the exception of one response, all indicated a desire for this program to continue and for their won or daughter to be a participant in it.

Regarding the student rating scale which the language arts students did, most of the pre- and post- scores of the special education students were in the acceptable range. The exception was student A's scaled peer score of 5 in the first rating, which increased positively to an 11 in the second. These were scores of a B.D. student who had had a pull-out language arts program during the first semester of the 1987-88 school year. One item of concern regarding the responses of the class of twenty students was item 45, "I'm dissatisfied with my progress in school." In the first rating 11 out of 20, and in the second rating, 10 out of 20 marked this true. Both times this included 4 of the 5 identified special education students. These students were later asked to provide written explanatory comments regarding this. One student said that she must have marked that item incorrectly, so did not write any comment. Some answers specified difficulties in a particular class or classes. Other comments related to occasionally problems of a more general nature, for example, difficulty with tests and understanding assignments, and not having good enough grades. These concerns of the students warrant monitoring.

Appendix 9 - Sample of Language Arts Questionnaire

	More than in other classes	Just like other classes	Less than in other classes
I participate in this class.	_____	_____	_____
I pay attention in this class.	_____	_____	_____
I know what I'm going to learn from each assignment.	_____	_____	_____
My teachers use different ways to explain assignments.	_____	_____	_____
My teachers tell me when I do something well.	_____	_____	_____
I get the help I need for assignments.	_____	_____	_____
I know what I'm expected to do on an assignment.	_____	_____	_____
I feel this class goes quickly.	_____	_____	_____
We do parts of our assignment together.	_____	_____	_____
I know what routine to expect for each different activity.	_____	_____	_____
I enjoy this class.	_____	_____	_____
Students are disciplined when necessary.	_____	_____	_____
I have opportunities to respond in different ways in class.	_____	_____	_____
We review what we've learned before.	_____	_____	_____

I feel good about my progress in language arts this year.

_____ YES _____ NO

Would you like to see the cooperative language arts class continued?

_____ YES _____ NO

Would you like to be a part of a cooperative language arts class next year?

_____ YES _____ NO

Appendix 9 cont. - Sample of Math Questionnaire

	More than in other classes	Just like other classes	Less than in other classes
My participation is	_____	_____	_____
My attention in class is	_____	_____	_____
Objective for lesson obvious	_____	_____	_____
Teachers use multiple ways to demonstrate	_____	_____	_____
Amount of praise is	_____	_____	_____
Amount of individual help	_____	_____	_____
Expectations are clear	_____	_____	_____
Pace	_____	_____	_____
Modeling	_____	_____	_____
Guided Practice	_____	_____	_____
Structured	_____	_____	_____
Positive Atmosphere	_____	_____	_____
Disciplined	_____	_____	_____
Varied and frequent response	_____	_____	_____
Review relevant past learning	_____	_____	_____

I feel good about my progress in math this year.

_____ - YES   ____ - NO

Would you like to see the cooperative math class continued?

_____ - YES   ____ - NO

Would you like to be a part of a cooperative math class next year?

_____ - YES   ____ - NO

Appendix 9 cont. - 7th Grade Math Accommodation Class Survey Results

	More than in other classes	Just like other classes	Less than in other classes
My participation is	8	10	0
My attention in class is	4	13	1
Objective for lesson obvious	11	4	3
Teachers use multiple ways to demonstrate	7	11	0
Amount of praise is	8	8	2
Amount of individual help	12	5	1
Expectations are clear	8	9	1
Pace	10	6	2
Modeling	15	3	0
Guided Practice	12	5	1
Structured	4	10	4
Positive Atmosphere	11	5	2
Disciplined	4	12	2
Varied and frequent response	9	9	0
Review relevant past learning	8	10	0

I feel good about my progress in math this year.

18 - YES　　　0 - NO

- good grades
- understand things easier
- it was kind of easy and two teachers helped
- my grades have gotten better
- learning new things everyday
- I get more out of it and it's more interesting
- receive more help and teachers explain better
- receive better grades this year and more help on assignments
- I get more help
- I feel I'm doing much better than I use to
- my grade raised from a D- to a C+
- I have had a chance to learn new things
- there are two teachers in the classroom
- last year I was failing - this year I'm an A student

Would you like to see the cooperative math class continued?

17 - YES 1 - NO

- it's fun, I like it, and I do better
- it gives me a new understanding of math
- it's helpful
- it helps people
- it helps me get better grades
- you have time to work and discuss what you're doing
- I think math is good for others
- I'm getting more out of the class with two teachers
- it's more fun and you learn more
- I think this could help other students
- I think the kids in 6th will understand math easier
- it is easier

Would you like to be a part of a cooperative math class next year?

17 - YES 1 - NO

- I like it
- can understand math easier
- get good grades
- it helps me get assignments done and get better grades
- I can learn more things
- it's more interesting
- you get better grades and more help
- I do better in it
- if I want help, I will get it before class is over
- it will probably help me

What was the most useful topic?

- found new things to do
- fractions
- able to understand math better
- what we need to know for our future
- cooperation with others
- calculators and fractions
- crossmultiply
- decimals
- having a good attitude
- rates

Appendix 9 cont. - Seventh Grade Language Arts Accommodation Class Survey Results

	More than in other classes	Just like other classes	Less than in other classes
I participate in this class.	8	11 (4)	1 (1)
I pay attention in this class.	4 (1)	15 (4)	1
I know what I'm going to learn from each assignment.	6 (1)	12 (3)	2 (1)
My teachers use different ways to explain assignments.	10 (2)	8 (3)	2
My teachers tell me when I do something well.	9 (3)	11 (2)	1
I get the help I need for assignments.	11 (2)	7 (3)	1
I know what I'm expected to do on an assignment.	2	17 (4)	1 (1)
I feel this class goes quickly.	14 (5)	4	2
We do parts of our assignment together.	12 (4)	8 (1)	0
I know what routine to expect for each different activity.	6	13 (4)	1 (1)
I enjoy this class.	14 (3)	5 (2)	1
Students are disciplined when necessary.	5 (1)	15 (4)	0
I have opportunities to respond in different ways in class.	8 (2)	12 (3)	0
We review what we've learned before.	6 (3)	13 (2)	1

I feel good about my progress in language arts this year.

18 (5) - YES 2 - NO

- My grade is up.
- I get better grades than I did last year.
- Getting more out of it with two teachers.
- I'm doing good on assignments.
- I'm doing better than I used to.

Would you like to see the cooperative language arts class continued?

19 (5) - YES 1 - NO

- Students learn more.
- It's helped me a lot.
- It's a lot more fun and enjoyable.
- It is easier.
- You get a better grade, and you learn better.

Would you like to be a part of a cooperative language arts class next year?

17 (5) - YES 3 - NO

- The teachers help me.
- I get more help with two teachers.
- You do a lot more things, and it's more interesting.
- I thought it was fun.

What did you like and why?

- I thought that it was great.
- I liked the help I got with two teachers.
- PENS because it's fun.
- The help; the activities.

What didn't you like and why?

- Having to get over 90% to pass a paper.
- D.O.L.'s - boring
- None

() indicates I.D. Special Education student opinions

Appendix 9 cont. - 8th Grade Math Accommodation Class Survey Results

	More than in other classes	Just like other classes	Less than in other classes
My participation is	7	9	1
My attention in class is	3	14	0
Objective for lesson obvious	9	7	1
Teachers use multiple ways to demonstrate	13	4	0
Amount of praise is	6	8	3
Amount of individual help	14	2	1
Expectations are clear	8	9	0
Pace	7	8	2
Modeling	14	5	0
Guided Practice	12	5	0
Structured	5	9	3
Positive Atmosphere	12	4	1
Disciplined	6	9	2
Varied and frequent response	7	9	1
Review relevant past learning	10	7	0

I feel good about my progress in math this year.

13 - YES 4 - NO

- I seemed to learn more
- better grades this year than last year
- starting to do better than past years
- get more help on understanding daily work which helps with my tests
- last year I tried hard and got C's - now I get B's
- my grade improved because of the teacher's help
- able to get help while teacher was talking to someone else
- been doing better on test/daily work
- more organization
- get more help this year
- getting better grades

NO - my grades are like they used to be
- because I really haven't put my heart into it
- I still get low grades
- about the same as last year

Appendix 9 cont. - 8th Grade Math Accommodation Class Survey Results

Would you like to see the cooperative math class continued?

15 - YES 2 - NO

- more teacher to help you
- it helps a lot
- it helps in many different things
- it's better this way
- helps people with trouble
- everyone learns more
- you get more help
- it is easy to understand
- lots of bad students will become good students
- you can get questions answered before class is over
- you have a better chance to learn with two teachers
- it's fun
- learn more things - get help faster

NO - it's no different than having one teacher
- because you always are concentrating on two people

Would you like to be a part of a cooperative math class next year?

15 - YES 2 - NO

- you could help other people
- to get help quicker
- I like it
- help you learn more
- see if it works out differently with different teachers
- it helps me out more
- it was great this year
- it will be better for understanding
- you get more help and you learn more
- you get your questions answered
- I would like to see students getting more help in all subjects

NO - I only like 1 teacher teaching

What was the most useful topic this year?

- how to measure things or weigh them
- learned more of fraction problems
- how to divide better
- positive and negative numbers
- learning to use calculators
- learn more about fractions and measurements
- learned that money is earned by working for it
- how to keep up good work and keep trying
- how to use fractions and decimals
- how to figure out math problems on my own
- integers will always be part of my future
- learned to study for quizzes and tests
- rounding numbers
- adding fractions

Appendix 10 - Example of Parent Surveys

Dear Parent:

In order to gain information about the cooperative math class, we would appreciate your taking a few minutes to complete this survey. Your input will help us make future plans to meet the needs of our students.

Sincerely,

Mark Klingner and Cindy Breitbach

I feel good about my child's progress in the cooperative math class. _____ yes _____ no

I feel that suggestions that I make regarding my child's program will be acted upon. _____ yes _____ no

I feel welcome to call or visit school. _____ yes _____ no

I feel there has been adequate communication about the cooperative class. _____ yes _____ no

I feel there has been adequate communication about my child's progress in the cooperative math class. _____ yes _____ no

How well does your child like math after taking part in the cooperative math class? Would you like to see the cooperative math classes continued?

Would you like your son or daughter to participate?

The following things concern me most about my child.
1.
2.
3.

If I could change or recommend three things about the accommodation class, I would:

1.
2.
3.

Appendix 10 cont. - Example of Language Arts Parent Surveys

Dear Parent:

In order to gain information about the cooperative language arts class, we would appreciate your taking a few minutes to complete this survey. Your input will help us make future plans to meet the needs of our students.

Sincerely,

Shirleen Reinhardt and Carol Straka

I feel good about my child's progress in the cooperative language arts class. _____ yes _____ no

I feel that suggestions that I make regarding my child's program will be acted upon. _____ yes _____ no

I feel welcome to call or visit school. _____ yes _____ no

I feel there has been adequate communication about the cooperative class. _____ yes _____ no

I feel there has been adequate communication about my child's progress in the cooperative language arts class. _____ yes _____ no

How well does your child like language arts after taking part in the cooperative language arts class? Would you like to see the cooperative language arts classes continued?

Would you like your son or daughter to participate?

The following things concern me most about my child.
1.
2.
3.

If I could change or recommend three things about the accommodation class, I would:

1.
2.
3

Appendix 11 - Results of Teacher's Surveys

Participants' Comments

Why did you participate in the team teaching project?

- Always in favor of keeping kids in class as much as possible.
- Sensed that pulled-out kids felt different no matter how good special education was.
- Special Education teachers trained well to meet kids needs.
- Opportunity to help kids who were struggling in L.A. class.
- Gain new ideas and strategies from another person.
- Has worked with multi-handicapped persons outside school setting--not a great change to combine.
- Has been concerned about at risk kids--had dealt with that several years ago.
- Math class for slower kids to be dropped--so pushed for this project.
- Opportunity to increase integration especially for SI kids.

Were the project goals met?

- Yes, for first year--went very well.
- Affective goals
- Teacher awareness
- Yes
- Kids like it--glad they're part of other kids.
- Yes, kid's needs being met.
- Changed over the course of the year? Skills (content) and survival skills
- Some kids attitudes still not good
- Some kids attitudes much improved toward selves and others.

Were the individual class objective met?

- Math skills improved
- Use of calculators on proportion assignments increased speed and confidence.
- Yes--cover curriculum. Have everyone pass.
- What we set out to do, we did.
- Not quite the same objectives or material covered as in other group at this grade.

Positives

- Regarding the kids who were added to the class-in general, they feel good about L.A.
- Struggling kids appreciated having two teachers
- Good to have experience with resource teacher--accommodation insights
- Could keep better tabs on kids
- Boosted self-concepts of lots of kids
- Better attitude toward math
- Increased willingness to participate in class
- Created some risk-takers
- Kids feel better about themselves
- Causes good interaction with other staff
- Academic gains better in regular program than in pull-out program

Boost in special education teacher morale
More follow-up

- Kids not allowed to fall through cracks
- Carryover to other classes
- Nice to have extra eyes-additional opinion regarding evaluation
- S.I. kids have had more interaction with regular classrooms
- Other teachers' opinions of S.I. kids have risen.

Appendix 11 cont. - Results of Teacher's Surveys

- Helped S.I. teacher be updated on pace and flow of regular classroom
- S.I. and R. teachers used more as resources--other teachers are becoming more risk takers
- If an attitude problem develops between a BD kid and one teacher, that student may be OK with the other--so whole period is not lost for that student.
- Kids in acc. class were dropped from Ch. I Math, therefore, other kids were able to be serviced in Ch. I Math.

Negatives

- TIME - increases needed planning time
- When someone else is added to the classroom it changes the atmosphere. (once role is established--not any harder or easier--might be more effective--harder at first)
- Scheduling
- Planning time
- Potential problem - if a child really needed pull-out and didn't get it.
- Hassle with scheduling/planning time
- Would like to have more kids involved
- Concerned about the possibility of no extension to H.S.
- Upper kids - needed challenging more--maybe didn't need some of the structure that was provided for others.

What would you do the same

- Structure - homework policy -- liked in some ways.
- Beginning of class - attention and academic benefits (D.O.L.)
- Writing strategy good for some of them--would use again.
- Almost everything
- Visit Mason City at right time
- Can't answer--the makeup of class and roles for teachers will dictate what is done
- It might not work anywhere else--unique to S.M.S.
- Plan tentatively--flexibility Plan B,C, etc.

What would you have done differently and how would you have done it?

- Test differently
- Early attitude survey
- Intent of class more carefully explained to kids--be more specific--extra help available for kids.
- More into own writing--year long class would better facilitate this
- More planning for reinforcements/incentives
- Communicate better the year before with staff goals - more time together prior to school starting
- Have more heterogeneous grouping
- Hardest thing regarding replication--matchings of teachers--what is reg. ed. teachers not open to it?
- More daily and preplanning--another workshop day or two in fall to iron out bugs.
- More sharing of ideas with L.L. and H.S. teachers
- S.I. teacher - more teaching

Non-Participants' Comments

What was your initial reaction to the team teaching project in the Middle School? Why?

- Looked at it as being positive.
- Didn't see it as a threat to participants (teachers).

- Kids needed it.
- Don't know that much about it--supposedly working fine.
- Smaller classes don't necessarily need another teacher. Inequality in class sizes.
- Tracking (ability) system used in this school several years ago was not a positive experience.
- Good idea for Language Arts and Math departments.
- Some of those students could use the help.
- Didn't understand at first. Didn't understand the combination (reg. and spec. ed) had not been informed or told why.

Is your current opinion the same or different? Why?
- Don't know a whole lot more about it.
- Has read more about it.
- Doesn't yet understand the rationale behind it. Thought resource room great (Increased self-esteem of kids and some improvement in skills) If working well, why change? Research?
- Is this better?
- Little early to see any results.
- Imagine it is working--don't know much about it.
- Can see that it's helping the kids.
- Need two teachers to stay on top of it.
- The planning time that you need and have is used.
- More positive picture of special education by staff, students and parents--don't see it as isolation.
- Ignorant--All resented fact that it was done without general dispensing of information. Staff was outside of something they should have been inside of.

What questions do you have regarding it?
- Teacher combinations--how to get compatible ones?
- How are top kids dealt with? How do they accept it?
- See a need for planning.
- How do resource teachers follow all kids--eg. 8 different ways.
- Prep periods needed--don't have enough.
- Is discipline more of a problem? (because all/most students are at a low level of a ch.)

Would you be open to participating in a team teaching situation if that were possible? Why or why not?
- Sure. I like to try things--wants to know if it will do a better job.
- Wouldn't want a class of students all at one level in my content area. (discipline a potential problem)
- Wouldn't bother me--but the way I teach another teacher wouldn't always be needed.
- Yes, but both need to be strong teachers--one shouldn't overshadow the other.

What suggestions do you have toward the team teaching effort?
- Teaming - compatibility
  personalities
  teaching goals
- Physical arrangement - two rooms is helpful.

Appendix 11 cont. - Results of Teacher's Surveys

- Beginning of year better for starting than the end of the year.
- Can't team teach all classes - prep time, etc., not feasible
- It was good that information was presented about it.
- Make aware of it.
- Team teaching with same philosophy - part of same forward effort
- Good only on paper? lip service?
- Have a built in aversion to tracking - need the inspiration (of variety of abilities)

Appendix 12 - Cooperative Language Arts Class Parent Survey Results

	Yes	No
I feel good about my child's progress in the cooperative language arts class.	11	0
I feel that suggestions that I make regarding my child's program will be acted upon.	10	
I feel welcome to call or visit school.	11	0
I feel there has been adequate communication about the cooperative class.	11	0
I feel there has been adequate communication about my child's progress in the cooperative language arts class.	11	0

How well does your child like language arts after taking part in the cooperative language arts class? Would you like to see the cooperative language arts classes continued?

- He is enjoying the class now, where as before he was discouraged; Definitely.
- She likes it better and Yes, I would like to see it continued.
- She likes the cooperative class better. Sometimes if she can't understand 1 teacher, she can understand the other one.
- She is doing much better in language arts, and I hope it continues.
- It's OK. Yes.
- Doesn't like it much - feels she can do more work than what's given.
- Yes, He feels OK about it.
- Yes, she thinks class and school is fun. She likes doing sentences and not doing homework in a workbook. Her grades have improved.
- She think it's fine. Yes.
- He seems to like it and he seems to stay with his task if given more help or attention which this class does. Yes, I would like to see it continue.
- My daughter is doing very well with you program.

Would you like your son or daughter to participate?

10 - yes 1 - didn't answer

The following things concern me most about my child.

- His self concept; His impatience
- To get an equal chance to participate; Making sure he understands the assignment; To do the best he can possibly do.
- I hope she is beginning to understand what she reads.
- His unorganization; Not completing work; His non interest or attitude about his work.

If I could change or recommend three things about the accommodation class, I would:

- Place more emphasis on reading and understanding what they read.
- I have no recommendation for change at this time but feel that my son has improved in most of my concerns listed since he has been in this class.

Appendix 12 cont. - Cooperative Math Class Parent Survey Results

	Yes	No
I feel good about my child's progress in the cooperative math class.	16	0
I feel that suggestions that I make regarding my child's program will be acted upon.	14	0
I feel welcome to call or visit school.	15	0
I feel there has been adequate communication about the cooperative class.	14	1
I feel there has been adequate communication about my child's progress in the cooperative math class.	15	0

How well does your child like math after taking part in the cooperative math class? Would you like to see the cooperative math classes continued?

- He likes it real well. Yes, we would like it to continue.
- He seems to like this class and seems to get more out of it. Yes, continue the class.
- I think my child has progressed and has taken a better interest in math than in the past. He seems to really enjoy learning. Yes, continue.
- He still has trouble with math but I feel he's making an improvement.
- She loves math. Yes.
- My daughter likes it. There is always an extra teacher to help.
- Yes, I would like to see it continued, extra help is always appreciated.
- Yes, she likes two teachers and she finally thinks school is fun. Her grades have really improved.
- Likes it more than the other classes. Yes.
- Likes it very much. It should be continued.
- Yes, I would like to see them continue. My child seems satisfied.
- She says that they take time to work with her and she has come along way. Yes, continue.
- States she likes math better. Yes.
- Much better - Yes, I would like to see it continued.
- Yes, to those that have a lot of trouble understanding the math facts.
- Yes, my daughter feels team teaching is great!

Would you like your son or daughter to participate?

15 - Yes   0 - No

The following things concern me most about my child.

- That he can read and learn about math.
- His failure to use his full ability. He doesn't know basic math functions. He refuses to check for errors. We believe these have all improved with this class.
- Keeping an interest in learning. How he gets along with the teacher. How he progresses.
- He gets discouraged when it doesn't come to him. I'm afraid he isn't getting basic math facts. He will continue to always have trouble with math.
- Knowledge of story problem solving.
- Make sure she understands how to do the work. Make sure she gets equal time with the teacher.

Appendix 12 cont. - Cooperative Math Class Parent Survey Results

- Needs to have problems explained.
- No comment
- My daughter has a hard time learning but if she is worked with, she does very good. She likes school better now also.

If I could change or recommend three things about the accommodation class, I would:

- Take more time with the students who have trouble.
- I feel it's fine.

Appendix 13 - Keystone Monthly News Feature

Special Education

Cooperative Teaching Begins at Starmont Middle School

The traditional approach to resource and special classes with integration programs has been to pull low achieving students from the regular classrooms and provide the remediation needed in another classroom. This traditional approach has been criticized for years for its ineffective methods, scheduling problems, and damage it has caused to students self-concepts. In an attempt to correct these problems the Starmont Middle School has started a cooperative teaching program, teaming regular and special education teachers. At this time they have team teaching in two math classes (7th & 8th grades), with plans to expand second semester into Language Arts. Students with various learning problems are scheduled into specific math courses regardless of individual differences.

Mark Klinger, math teacher, and Carol Straka, resource teacher, discuss plans for their next math class where they share teaching responsibilities.

Starmont student Chris Crawford receives assistance with his assignment from multicategorical teacher Cindy Breitbach.

Principal Denny Coon said, "One student told Cindy Breitbach, Multi-Categorical teacher, 'I'm like the other kids now.' That is one of the reasons I really feel good about this program. The special education children are gaining more confidence in themselves and it is a very positive learning process."

The benefits of this program are the exchange of techniques between teachers, and the reduction of the labeling of students. It also serves more students, especially those who wouldn't have qualified for assistance; develops more positive and effective approaches to serving mildly handicapped students; increases teacher to student contact; detects problems earlier; and improves attitudes toward the staff and students involved in special education.

A big key to the success of this project has been the matching of personalities, sharing of responsibilities, and the scheduling of common planning periods for the teachers teaming together.

"We do a lot more talking and thinking about the individual needs of our students. We can do a lot more monitoring with two of us than we could do before," said Carol Straka, Resource Teacher. "The kids who are struggling but who have not previously had access to supplemental help also benefit from it.. Students never leave the classroom without their questions answered."

The project has been partially funded by a grant from the DOE, made available through Keystone's Special Education Services Division.

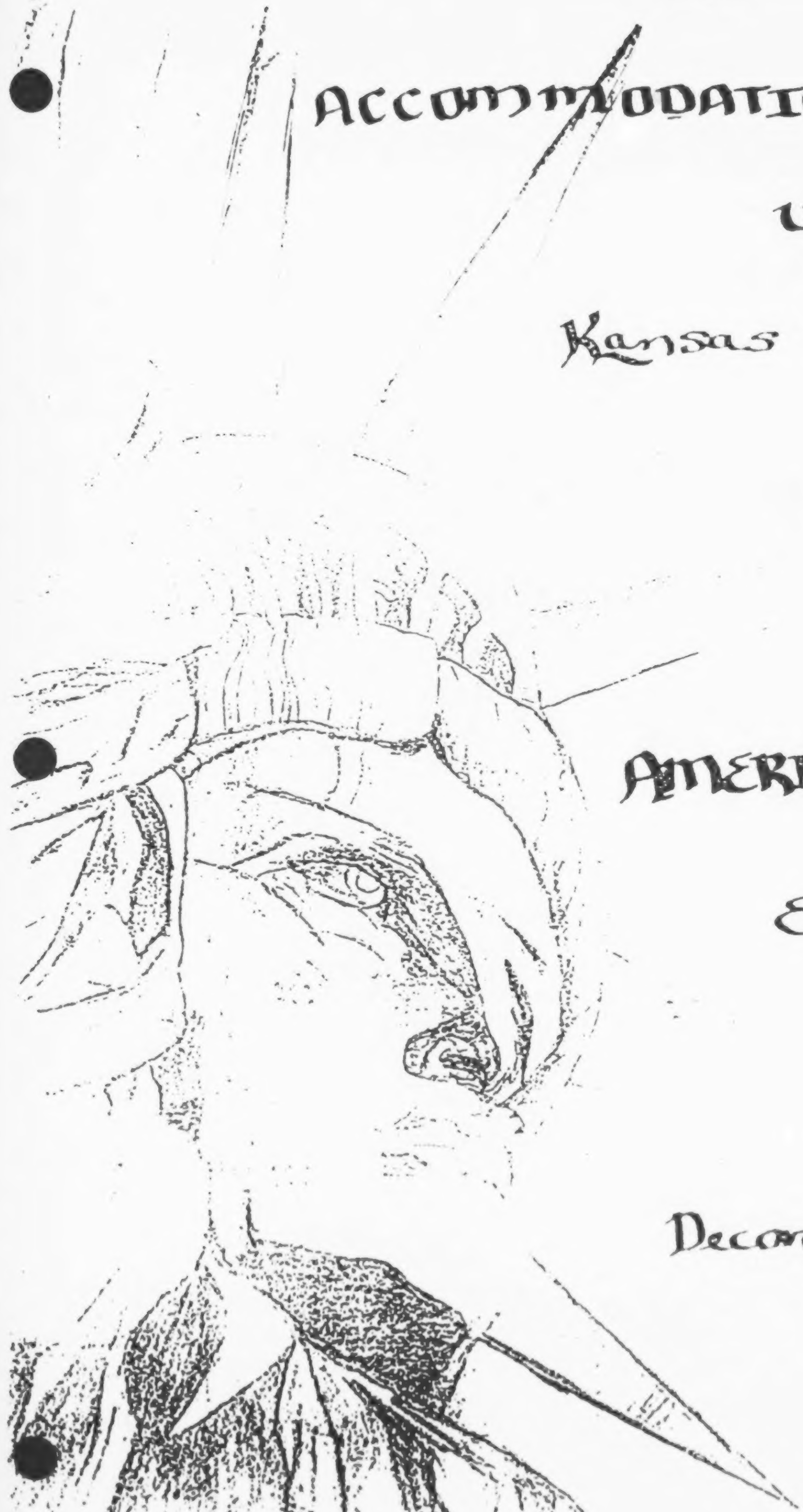
ACCOMMODATION PROJECT

Using

Kansas Learning Strategies

IN

AMERICAN Government
and
Economics



Decorah Senior High

Shirle Nelson

FINAL REPORT

I. Statement of Purpose/Intent

A. Overview of Grant

The grant was sought to provide a unique instructional opportunity for learning disabled students and selected lower achieving students in two required courses, "American Government" and "Economics". This unique instructional approach includes instructional techniques common to the learning disabilities resource room: modified course content and activities, classroom accommodations, review and testing modifications, employment of Kansas Learning Strategies, and the team teaching of the course by both a Learning Disabilities Teacher and a Social Studies Teacher.

. The heart of this innovative approach is the use of the highly successful Kansas Learning Strategies. These strategies teach basic skills required in the secondary school in note taking and reading textbooks. These essential strategies are taught in a small group setting, by the L.D. teacher, to a mastery level with actual strategies "assignments" and practice in the government or economics courses. Typically, the strategies mastered and applied in one course rapidly generalize to other courses.

The need for an innovative, cooperatively designed course arose from several concerns. First, far too many students were receiving "D" or "F" grades in these required courses. Second, there was a concern that even those receiving a "D" were actually mastering little content. Third, it was felt that the students who find learning quite easy were being slighted by the need to keep the level of abstration low, the pace of instruction slow, and by the impracticality of enrichment activities. Fourth, the students receiving low grades were leaving school inadequately prepared as citizens, voters, purchasers, and taxpayers. All of these factors led to the conclusion that both the college bound and non-college bound were being inadequately prepared in American government and economics. This sentiment was shared by the principal, social studies staff, L.D. teacher, and A.E.A. consultant.

B. Student Selection

The students selected for this experimental course fall into three general categories. The first includes the identified and weighted learning disabled students. A second group includes students referred for L.D. placement but who did not meet state criteria. The third group includes students who teachers and counselors could predict would have a very difficult time with the government/economics sequence. Non-L.D. students who exerted little effort or who were chronically truant or simply disruptive were not included.

C. Objectives

It is the objective of this project to produce a student who passes both courses with higher grades, masters essential content by becoming proficient in Kansas Learning Strategies, and integrates these strategies into this and all academic and real-life settings.

D. Participant Roles

The course will be jointly taught by the L.D. Teacher, Julia Rude, and the Social Studies Teacher, Robert Topping. Approximately twenty to twenty-five students, who fall into the three categories listed above, will make up the class. Only one such section is planned at present.

Mrs. Rude will teach the Kansas Strategies to a "mastery level" which means that students must apply them in actual situations outside of the resource room. (It is often a weakness of resource programs that generalization of the skill taught in the resource room is never attained.) Both Mr. Topping and Mrs. Rude will teach portions of the course content on a day-to-day basis. It is envisioned that they will team-teach in a serial order rather than simultaneously. Both will spend time reinforcing the Kansas Strategies in the daily instruction.

During the summer of 1988, the A.E.A. Consultant, Richard Guilgot, and the two teachers will prepare for the modified courses. The courses will be in place for the Fall of 1988. Michael Fitzgerald, Guidance Counselor, handled the initial registering of the appropriate students in the Spring 1988 registration. A total of thirty staff days were allocated in the grant with the following breakdown: consultant--five days, social studies teacher--ten days, and learning disabilities teacher--fifteen days.

The consultant will complete evaluation activities on a previously taught American Studies course as part of the summer work. All participants will be involved in evaluation of the project as it progresses. The evaluation techniques are described later.

E. Waiver of Rules

It will be necessary to seek a waiver of the "Rules of Special Education" because of the innovative nature of this project. Because the strategies are taught by the L.D. teacher to some students who are not weighted special education students, Rule 12.25 (2) of Division VII, 12.51 (3), and 12.51 (7) of Division XII will have to be waived.

II. Process of Development and Implementation

A. Initial Inservice Endeavors

This project has its roots in contacts with the Social Studies Department during the 1986-87 school year. The concern was that too many students were getting "D's" or failing required social studies courses, that those with barely passing grades were technically passing tests but students were entering adult life with little knowledge of the social studies.

Members of the social studies department were interested and willing to make classroom accommodations and coordinate their efforts with the L.D. program, but there were still two glaring deficiencies. The L.D. students were getting dramatically adapted instruction and passing required social studies courses, but there was still some question regarding the appropriateness of the content and level of some of the courses. In addition, the high risk, non-L.D. students were failing or barely passing the same courses. The hope of members of the social studies staff was that these high risk students could share somehow in the programming offered to the L.D. students. The final variable, which heightened the desire to share the L.D. program's methods with these high risk students, was the introduction of the Kansas Learning Strategies. There developed an intense wish that these highly effective strategies could be shared with the high risk group.

By the 1986-87 school year, many L.D. students had mastered some of the Kansas Learning Strategies. The results were generally very positive and often quite dramatic. The Kansas Strategies fit ideally into secondary education with the emphasis of mastering a key strategy such as note-taking or reading and paraphrasing as a text is read. Much of secondary instruction employs the lecture-discussion-text reading test format. These strategies, and others, in conjunction with classroom accommodations such as oral reading of tests and L.D. support such as study guides, presented an attractive alternative.

In the summer of 1987, Mrs. Rude and Mary Jensen, American Studies (history) Teacher, completely redesigned a section of American Studies as described in the previous paragraph. This modified and innovative course for L.D. and high risk mainstream students was funded by an Accommodations Grant. Learning from this experience, it became obvious that a further modification of the required American Government and Economics sequence, taken in the senior year, would be the next logical step.

At first, the senior courses were questioned because the strategies would be taught to students who were leaving school in a year. However, several factors emerged which made the idea more logical. First, the L.D. seniors would have had a number of strategies by this time, and they would act as "peer tutors", models and demonstrators for the strategies approach with the emphasis on interacting with the material, being independent learners, generalizing skills (strategies) to day-to-day instruction and using mnemonic devices to cue the learner in the use of the strategy. Secondly, this was our "last chance" to teach these strategies to students who would use them throughout their lives! Third, the critical nature of the study of government and economics to young citizens, voters, and taxpayers would be reason enough to develop this innovative offering. Fourth, the experience gained from the American Studies course would bring about some essential changes in the government-economics sequence. The result was the successful completion of the grant process.

B. Procedural Steps in Sequence

In late September of 1987, the effectiveness of the innovative team-taught American Studies course, with the imbedded Kansas Strategies, was becoming obvious. While the road was not always smooth and the time demands enormous, the beginnings of a success story were emerging.

By mid-October, the idea of further modifying the American Government-Economics sequence began to solidify and the proposal was submitted. With L.D. seniors and high risk students together, the value of the L.D. seniors as models began to emerge. The L.D. seniors had developed better, more efficient study skills and habits, had gained academic confidence, and could demonstrate the Kansas Strategies method with their peers on a daily basis. This "peer modeling", in conjunction with the other aspects of the approach, infused the staff with energy to pursue the grant for 1988-89.

This process took the form of many conferences involving Mr. Fitzgerald, Mrs. Jensen, Mrs. Rude, Mr. Guilgot, and Mr. Hedemann. Simultaneously, John McClure, A.E.A. Supervisor, had been guiding the process of grant application. In November of 1987, the applicants were asked to revise the second phase proposal to focus more on non-L.D. students, the Kansas Learning Strategies and their implementation, and on measurement components other than tests.

Notice of the final approval of the Accommodations Strategies grant from the Department of Education was contained in a letter from Mr. McClure to Mr. Peterson, Decorah Superintendent, dated December 14, 1987.

Activity picked up again in March and April of 1988. Scheduling of potential students based upon the guidelines mentioned earlier involved Mr. Fitzgerald and Mr. Hedemann. Because of the enormous time demands on Mrs. Jensen, her already busy schedule, her many preparations, and Mr. Topping's growing concern about the current Government-Economics courses, a staff change was considered. Mr. Hedemann met with Mr. Topping on March 30, at the request of Mr. Guilgot. He not only agreed to participate in the project but had been hoping for such an opportunity for some time! He had clearly seen the need first hand as the primary teacher of the Government-Economics sequence.

Mr. Topping, Mr. Guilgot, and Mrs. Rude held the final planning session June 3. A typical L.D. case profile was presented and examined, scores of specific accommodations were reviewed, the desired make-up and organization of the courses were discussed, alternate materials were examined, and the ways the Kansas Learning Strategies would be incorporated were decided.

III. Keys to Assuring Success

Some key elements will be incorporated in this project based upon experience from phase one. The strategies will be taught as before, but L.D. seniors will play a bigger role by being "peer demonstrators" of the method. An alternative but parallel text will be used because dramatically lower reading levels are a barrier for some of the L.D. students and for many of the non-L.D. slower learning students.

Strategy generalization activities and mnemonic cueing will be more completely imbedded in the courses. Team teaching will be done in a serial manner with at least two discreet portions alloted to Mrs. Rude and Mr. Topping every day. The criteria for selecting high risk students will be followed very closely. All students, as with the Kansas Strategies, will have to make both an oral and written "committment to learn".

IV. Modifications and Adjustments

The modifications that will be part of this project are described in III above for the most part. These are adjustments based upon what was learned in the first phase of the project, the American Studies project.

The basis of most of the modifications is the fact that the seniors in the L.D. program will provide a core of students who will demonstrate the Kansas Strategies every day. With these living examples in class, we plan to enlarge this group to perhaps twenty to twenty-five students.

V. Follow-up Inservice

There are several ways to "inservice" others regarding this project. Mr. McClure is in the process of producing a video tape of this and the other Accommodations Strategies in the Keystone area. Notebooks are being developed which can be loaned to any teacher, principal, or social studies department. These notebooks will contain virtually the entire project and can be checked out through the school or Keystone.

Teachers and principals are welcome to visit the program, view it first hand, and talk to those involved. Since Mrs. Rude and Mr. Guilgot are Kansas Strategy Trainers, they will be telling about this project in their training sessions during the 1988-89 school year. Participants are from most of the Keystone area.

VI. Modifications for Replication

A school wishing to replicate this project would have to examine several variables: first, the willingness and desire of a mainstream social studies teacher to invest in the project; second, straightforward support from the building principal; third, an L.D. teacher trained in the Kansas Learning Strategies; fourth, a certain compatibility, flexibility, adaptability, openness, and trust in both the L.D. teacher and the social studies teacher.

A fifth factor is a core of students who have had and used the Kansas Strategies for one to two years; a sixth factor, a guidance counselor who understands the nature of learning disabilities and the Kansas Strategies as well as one who will actively participate in student selection.

As is evident from the above, modifications will be very dependent upon the specific school and professionals involved. Without open, concerned, energetic, and flexible staff, no amount of modification will make this kind of project work.

VII. Measurement and Evaluation

A. Measuring Student Outcomes

A number of measurement methods will be explored. First, a pre-test and post-test will be administered to measure government and economic concept mastery. Second, a pre-test and post-test will be administered as part of each Kansas Learning Strategy.

Third, the number of "D" and "F" grades among seniors during the 1988-89 school year can be compared to previous years (corrected for the total class number). Fourth, grades in this course can be compared to grades in other academic courses. Fifth, grades in this course can be compared to previous non-accommodated social studies grades over the secondary years. Seventh, comparisons can be made among students with two, three, four, or more Kansas Strategies. Actual outcomes will not be known until the Spring of 1989.

B. Related Evaluations

Other evaluation methods will also be explored. Checklists can be used to evaluate from the perspective of the student, parent, or staff.

Subjective evaluation by a team of teachers, counselor, principal, and consultant can assess the behavioral manifestations among the project participants. Actual outcomes will not be known until the Spring of 1989.

C. Recommended Modifications in Evaluation

As is evident in "A" and "B" above, one must be insightful and creative in attempting to assess student outcomes. It is obvious that it is extremely difficult to make this group of students into a statistically comparable group. Levels of potential, levels of academic skill, experience with the Kansas Learning Strategies method, previous social studies background, age, personal interest, and motivation are all important variables.

While it appears to be a fairly homogeneous group of "low achievers" on the surface, it is actually a very heterogeneous and diverse group. Therefore, anyone replicating the project should consider the evaluation possibilities in "A" and "B" above.

VII. Future of the Endeavor

This project will certainly lay the groundwork for further use of the Kansas Learning Strategies. The time requirements on the L.D. teacher who must maintain a full L.D. program in addition to working with the non-L.D. students and as a team teacher present a problem. If mainstream teachers could be trained in the Kansas Learning Strategies, this problem would be solved.

With increasing demands on the L.D. and high risk mainstream students, as part of the "excellence in education move", more innovative courses are a must. Public tax-supported schools cannot focus their energies and resources only on the college-bound to the exclusion of the rest of the student body. Nor can schools pretend that all students fit into exactly the same curriculum. The diversity of skills in a typical high school is enormous.

This project is helping to recognize and meet the need for instruction, content, and methods that match the student. In the process, we will produce a student who has mastered more course content, is more involved in his own education, and develops a more positive view of himself as a student and adult citizen.

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PROJECT PERSONNEL

Michael Fitzgerald, Guidance Counselor, Decorah Senior High School, Decorah, Iowa

Richard Guilgot, Special Education Consultant, Keystone Area Education Agency, Decorah

Grover Hedemann, Principal, Decorah Senior High School, Decorah, Iowa

Mary L. Jensen, American Studies Teacher, Decorah Senior High School, Decorah, Iowa

John McClure, Supervisor for Disability Instructional Services, Keystone Area Education Agency, Elkader, Iowa

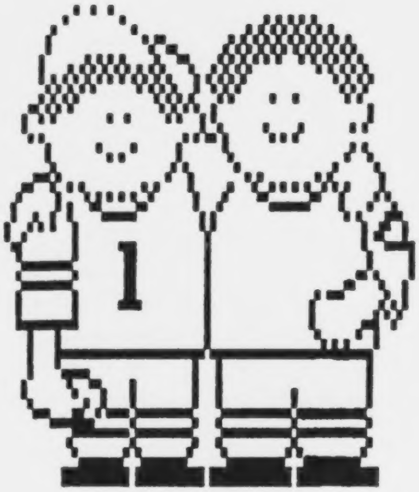
Julia Rude, Learning Disabilities-Resource Teacher, Decorah Senior High School, Decorah, Iowa

Larry Seim, Guidance Counselor, Decorah Senior High School, Decorah, Iowa

Robert Topping, American Government and Economics Teacher, Decorah Senior High School, Decorah, Iowa

PEER TUTORING

VALLEY COMMUNITY SCHOOL DISTRICT



LARRABEE ELEMENTARY CLERMONT, IOWA

PEER TUTORING

STATEMENT OF PURPOSE/INTENT

1. Brief Overview of Grant

Valley Elementary School is presently utilizing cooperative learning strategies in an effort to reap the benefits of students teaching students. To compliment our cooperative learning efforts Keystone AEA selected Valley to develop a "Peer Tutoring" accomodation strategy under Phase I from the Bureau of Special Education.

At present time the Valley Community School program does not have either a transitional approach to re-entering students back into regular education nor alternative means to developing alternative strategies prior to referral. This project would therefore address the need for accomodation strategies for mildly handicapped and selected at-risk students.

2. Grant Goals and Objectives

The project goals and objectives of this grant are as follows:

Goal 1: Establish a peer tutoring committee selected from grades 4-6.

Objectives: 1. Select committee members
2. Secure/analyze peer tutoring models
3. Develop model to be used in pilot

Goal 2: Develop tutor training/role definitions for teachers and tutors.

Objectives: 1. Develop tutor training model
2. Develop assessment model
3. Develop a formalized format of the tutoring role/expectation

Goal 3: Identify students to be tutored and identify learning needs.

Objective: 1. Develop procedures for identifying the at-risk students
2. Develop goals for use in the peer tutoring process
3. Develop pre and post accomodation assessment for students

3. Grant Participants/Roles

Participants in the peer tutoring model are:
Doris Martin, 5th grade instructor
Myrna Moore, 6th grade instructor
Stephanie Murphy, resource instructor
John Stevens, Principal
Dean Thomas, Keystone AEA consultant

The building administrator for Larrabee Elementary School is John Stevens. He along with his peer tutoring committee - Doris Martin (5th grade), Myrna Moore (6th grade), Stephanie Murphy (resource), and Dean Thomas (AEA consultant) planned the peer tutoring accomodation strategy.

The resource instructor and regualr classroom teachers will see that the tutor lesson formats are highly structured. The instructors will assume a managerial role and monitor the tutoring within the classroom. The classroom teacher will define learning objectives in terms of their classroom curriculums and evaluate students' comprehension in relation to success or failure with these materials. The committee will select the tutoring content and determine frequency and duration of tutoring sessions. Systematic training of tutors will be provided by the principal.

4. List Waiver of Rules Required

The following rules of special education are requested to be waived to maintain compliance with the Department of Education, Bureau of Special Education. We ask that the following rules be waived during the duration of the project:

12.51 (2) Special education instructional personnel. Special education instructional personnel serve as: teachers or educational aides at the preschool, elementary, or secondary level for pupils requiring special education.

12.51 (3) District responsibility. The resident district shall be liable only for instructional costs incurred by the agency for those pupils certified as entitled in accord with these rules unless required by 34 C.F.R. 300.302, July 1, 1984.

12.51 (7) Proper use of weighted and support service funds. Weighted instructional funds may be utilized to provide special education instructional programs both in-state and out-of-state with the exceptions if itinerant hospital services or home services, itinerant teaching instructional services and consultative instructional programs which must utilize support service funds for both in-state and out-of-state placements.

The suspension of these rules allow regular and special education staff to experiment with effective instructional strategies for mildly handicapped pupils, as well as children at-risk in the least restrictive environment. (Reference rule No. 12.2 (3)).

5. Students Involved

   Teacher/principal screening will yield three to five at-risk 5th and 6th grade students, along with two to three resource room students, to be tutored.

PROCESS OF DEVELOPMENT/IMPLEMENTATION

During the second semester of the 1987-88 school year, Valley Elementary had decided to pilot a peer tutoring program in the Larrabee Elementary building (grades 4-6), effective the 1988-89 school year. The objective of the pilot was to assist students who were deficient in the areas of math and spelling. In discussing the peer tutoring concept with our AEA consultant, the idea of involving our resource students in such a pilot was considered. The peer tutoring accomodation strategy would involve grades 5 and 6 during its first year. This project was made possible through a grant from Keystone AEA in conjunction with the Bureau of Special Education.

1. Initial Inservice Endeavors
   * Committee exposed to current literature on peer tutoring
   * Search reveals no peer tutoring programs of this nature in Iowa

2. Procedural Steps of Process in Sequence
   1. Decision to apply for the grant
   2. Application made

3. Selection of committee members
4. Committee meets to discuss goals/objectives
5. Committee decides to target math facts and spelling as tutoring areas
6. Committee meets to review/modify math curriculum
7. Spelling program is revised to allow for leveling
8. Students are selected to be trained as peer tutors/students are referred for tutoring
9. Community is informed of the tutoring project by way of newspaper/newsletter
10. Tutors are trained
11. Tutors are paired
12. Monitoring philosophy/system is developed
13. Evaluation instruments are created to assess progress towards program goals/objectives
14. Schedules are developed to allow tutoring on a daily basis
15. Tutor/tutee weekly log forms are developed

* Items 1-7 were done in summer of 1988

* Items 8-15 were done in the first nine weeks of 1988-89

3. Critical Keys in Assuring Success

1. The program must be marketed before implementation. The first nine weeks of the 1988-89 school year is to be spent marketing the peer tutoring program (tutors will benefit as well as the tutee).
2. Identification of at-risk students in grades 5 and 6 and identify what they need to learn.
3. Committee will meet weekly to discuss tutoring progress.

4. Provide time and funds for modification of identified curriculum by the regular classroom teachers.
5. Develop a mastery-based tutoring model in which the skill is taught until it is learned.
6. Build in a reward system for the tutors/tutees. Provide funding for the reward system (pizza party, skating party, etc.). Short term reward is encouraged (quarterly).
7. Start small with the peer tutoring pilot. Identify students who need additional practice and students who do not have serious behavior problems.

4. Recommend Modifications Suggested for Replication

As the model is implemented during the 1988-89 school year we will most likely make modifications and recommendations which will be identified and offered for review.

MEASUREMENT/EVALUATION

1. Monitoring the program

Regularity and consistency of meetings by the tutorial pair is more important over the term of the project than the number of tutoring sessions. Establish a schedule and stick to it! Emphasize the importance of reliability. Fifth and sixth graders are preferred as tutors in the elementary setting because they are easier to train, require less supervision, and are better managers.

Observing tutors on a regular basis will alert you to their use of instructional procedures and their success in completing lesson plans. If there is difficulty in mastering content or process, the supervisor will intervene to make changes in the arrangements. Monitoring allows us to support students who are looking for assistance and reinforces the positive behavior being shown by the tutoring pains. Simplification of the monitoring process can be accomplished by employing a monitoring evaluation form. Tutors may be uncomfortable in their "teacher" role and unsure of how well they are doing. The monitoring system must let the tutor/tutee know of the progress they are making (keep the dialogue positive). Let the pair know that their effort is appreciated.

A sample Peer Tutoring Monitoring Form is on the following page.

PEER TUTOR MONITORING FORM

Tutor_______________________________________Date of Observation______________

Tutee_______________________________________

	Yes	No	Not Observed
1. The tutor was prepared for the lesson			
2. The tutor had the necessary materials available			
3. The tutor demonstrated acceptable knowledge of basic concepts being taught			
The tutor gave clear directions			
The tutor used positive reinforcement			
6. The tutor used negative reinforcement			
7. The tutor used frequent reinforcement			
8. The tutor maintained eye contact with the tutee			
9. The tutor actively involved the tutee in the lesson			
10. The tutor was enthusiastic			
11. The tutor kept the tutee on task			
12. The tutee appeared interested during the session			
13. The tutee attempted to perform lesson tasks			
14. The tutee completed lesson assignments			

COMMENTS:

2. Evaluation

Our evaluation design is not extensive. We simply wish to determine if our peer tutoring program has produced learning gains. Giving a pretest and a posttest on the tutorial content will provide some indication that learning has or has not occurred. A test to assess pretutorial and posttutorial knowledge of a math concept is an example of a teacher-made measure. We expect that the peer tutoring process will produce a beneficial effect on the tutors as well as tutees. Attention will be paid to measuring the gains of the tutors as well as tutees.

To renew tutor commitment and recharge energies we structure our evaluation feedback on a weekly basis. A simple graph will be used to illustrate tutee progress. Minimal competency standards are developed for our students during tutoring, we are providing the tutors with a goal towards which to work with their partners. The students receiving the tutoring are given a target at which they can aim. Tutors will make weekly progress checks with the content teacher (3-5 minute visits) to inquire about assignments, test scores, attendance, class participation, and to solicit ways to help tutees succeed in the coursework.

Questions that need to be answered in evaluation of the program:

1. How did peer tutoring sessions meet objectives?
2. Were tutee materials adequate/effective?
3. Was the time involved adequate?

4. Was tutor reporting of sessions appropriate?

Tutors and tutees will complete a questionnaire about the program. Parents of tutors and tutees will also be included in an opinion questionnaire concerning the value of the program.

FUTURE INTENDED ENDEAVOR

Anticipated Extension of Projects

The peer tutoring committee would conduct an inservice on the peer tutoring process and procedures. The accomodation would become a component of the upper elementary school program (grades 4-6). Hopefully the concept will progress into the secondary program where experienced tutors/tutees can continue.

Modifications Recommended

If the program is successful we will want to expand the curricular scope. The peer tutoring concept can be stretched beyond learning basic math facts and spelling. Day to day tutoring throughout the math program is a possibility due to the individual "Mastery" materials developed by the Larrabee staff.

The possibility of training paraprofessional or teacher aide volunteers to help with the tutoring process may be beneficial. The tutoring is to take place in the regular classroom and teachers can use an extra set of ears/eyes to monitor.

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SQ3R

ACCOMODATION PROJECT
HOWARD-WINNESHIEK
L. COLLINS, D. FRAVEL, J. ROCHFORD

ACCOMMODATION STRATEGIES
FOR THE
MILDLY HANDICAPPED

September 1, 1988

TITLE: SQ3R

Statement of Purpose

Many students are expected to read grade level texts when they do not have the skills to perform at grade level. SQ3R, as utilized in this accommodation project, is used as a compensatory strategy for students to process new information with their existing skills.

A primary goal of this project is the use of SQ3R to improve student learning of the fourth grade social studies curriculum. It is designed so that mainstream and mildly handicapped students can remain in the regular education classroom for their instruction.

The regular fourth grade teacher and resource teacher team teach the social studies program in the mainstream classroom of 18 students. These students in the Elma Attendance Center were identified in need of this alternative approach partially due to their depressed composite scores on the Iowa Test of Basic Skills. Of the three outlying attendance centers in this district, the Elma students scored at the 25% (composite) as compared to 42% and 73% in the other outlying centers.

In this fourth grade classroom of 18 students, 11% of the students are identified in need of special education services and several other students are in the prereferral process. The special education students will receive help in the resource room as per their IEP goals as well as assistance in the mainstream social studies classroom.

The project participants are requesting a waiver of special education rules 12.25(2), 12.51(3), and 12.51(7). These rules refer to special education instructional personnel, district responsibility, and proper use of weighted and support funds.

Process of Development & Implementation

This project began with a brief inservice involving principal, teachers, and consultant to review the SQ3R manual (Keystone, 1987) available and its intent. Due to the readability of the fourth grade social studies text (4.5-6.5 G.E.) and the lower functioning level of this class, there was determined an identified need to provide an alternative means of learning the textbook material.

With the district and administrative support for this project, the grant application was finalized. Teachers, principal, and consultant visited the Project Re-Entry program in Mason City to observe in classrooms and discuss goals and objectives with the staff.

Following this visit the project staff talked extensively about the various goals designed to assure the success of our program. Foremost, there is a specific need to model, rehearse, and assure comprehension of the methods of SQ3R. The teachers feel confident that through direct instruction, motivational reward systems, and cooperative learning, the methods of utilizing SQ3R will be overlearned and useable on a daily basis. Research indicates that for students to successfully integrate SQ3R into their studying, detailed instruction plus a system to monitor its application will be needed. (Orlando, 1982).

The administration has consented to at least one-half day a month to be used in planning and discussing needed changes for the following month's curriculum. It is agreed that this planning time will be of the utmost importance and invaluable in assuring the success of our project.

Following a year of implementation of this project in the Elma Attendance Center's fourth grade classroom, several alternatives have been discussed for replication and inservice of this project. These alternatives include: 1) Inservice and/or replication in all fourth grade classrooms in the district, 2) Inservice and/or replication in all fourth grade classrooms and the fifth grade at Elma, 3) Inservice and/or replication in all fourth, fifth, and sixth grade classrooms district wide. Final decisions regarding inservice and replication will be determined following its initial implementation as well as discussion with district administrators.

Time was spent over the summer modifying the presentation of the fourth grade social studies curriculum to utilize the SQ3R manual format. The course lesson plan for the first month was outlined and cooperative learning strategies devised.

Measurement/Evaluation

A pretest was designed in the summer planning stage. It will be given to students at the beginning of the school year and given at the end of the year as a post-test. It is predicted that students will do significantly better with the comprehension of material presented by utilizing the techniques of SQ3R.

Also, the Elma Basic Skills scores will again be compared to those of same-age peers in the other outlying attendance centers. Students identified for special education programming will be monitored for progress via their I.E.P.

Future Intended Endeavor

It is hoped that time will be available to assist students in generalizing the skills learned through SQ3R to other subject areas. In addition, this program is projected to continue with this class into the following year of fifth grade to facilitate continued use of the SQ3R techniques. Research suggests that improved learning strategies are facilitated only over time (Peer, 1987).

This class of students was chosen to pilot this project due to their lower functioning level as a whole and the higher incidence of identified special education students. It is anticipated that the SQ3R approach will be learned to mastery and generalized to other subject areas by the majority of these students.

Teachers working on this project are very professional and dedicated to its success. The administration in the district has been very supportive of this endeavor.

Visitors to the program are welcome at any time. To set up a visitation time at this site, contact should be made with one of the following.

Project Facilitators	Support Personnel
Dorette Fravel, Resource Teacher	Irv Myron, Principal
Lois Collins, Fourth Grade Teacher	Jean Rochford, AEA Consultant

References:

1. Berry, Becky; Curriculum Development Consultant, Keystone AEA.
2. Mason City Project ReEntry Staff.
3. Orlando, Vincent P.; "Don't Discuss SQ3R with Students, Train Them to Use It." In Proceeding of the Fourteenth Annual Conference of the Western College Reading Association, edited by Gwyn Enright. Whittier, CA: 1981.
4. PEER. D.C. Heath and Company, Vol. III, Issue 1, April, 1987.
5. Rochford, Jean; Kneef, Rupert; Pirner, Jean; Thomas, Dean; Peryon, Charleen. SQ3R Procedures Manual, Keystone AEA, 1988.

STAD

COOPERATIVE LEARNING / TEAM TEACHING

We sink or swim together

WEST DELAWARE COUNTY COMMUNITY SCHOOL DISTRICT

LAMBERT ELEMENTARY
MANCHESTER, IOWA

Keystone AEA

Keystone

ACCOMMODATION STRATEGIES FOR THE MILDLY HANDICAPPED

FINAL REPORT

STATEMENT OF PURPOSE/INTENT

1. Brief Overview of Grant

The recent emphasis in special education is focusing on techniques and programs that accommodate the mildly handicapped in mainstreamed programs through Accommodation Strategies. West Delaware County Community School District, Manchester, Iowa, was selected to participate in Phase I and Phase II of their Accommodation Grant.

The project staff first met in May, 1987, and discussed alternatives to the pull-out model of removing the mildly handicapped students from regular education classrooms. The discussion included better utilization of staff expertise and increased communication of regular education and special education staff. The use of remediation, adaptation, and intervention strategies was emphasized. The project staff hopes accommodation strategies will provide assistance to high risk students, develop a positive self-concept and increase awareness of social skills needed to survive in today's world.

As a result of this discussion, the project staff committed themselves to the establishment and accomplishment of the Major Goal and our specific goals.

2. Grant Objective

The main objective of the Accommodation Strategy, Cooperative Learning, of the West Delaware County Community School District is to mainstream special education resource students, grades two through five, in the area of math, into regular education classes using team teaching and Cooperative Learning. The format we selected was the student team learning method called

STAD-Student Teams Achievement Divisions, from Johns Hopkins University, Baltimore, Maryland. Cooperative learning refers to a set of instructional methods in which students work in small mixed ability learning teams. The students in each group are responsible not only for learning the material being taught in groups, but they are also responsible for others in the group. The Accommodation Strategies is a cooperative endeavor with regular education to analyze the effectiveness of mainstreaming. Within the main objective we shall attempt to reach the following specific goals: increased student academic performance, assure higher self-esteem and greater social support, improved motivation to do well in school, and create better attitudes toward school and teachers. Also, we shall strive to provide curriculum congruency, support regular classroom teachers in working with special education students by aiding them with staff trained and experienced in dealing with the mildly handicapped, and to provide the least restrictive environment for students. During the summer of 1987, project staff met to plan and prepare for implementation of the accommodation strategies. Numerous meetings were held during the first semester of the 1987-88 school year to continue planning and preparation for beginning the project second semester.

3. Accommodation Strategy Grant Participants at West Delaware County Community School District.

Dr. Stephen Swanson, Superintendent
Mr. George Cabalka, Principal
Mr. Joe Sweet, Director of Special Programs
Mrs. Cynthia L. Mitchell, Resource Teacher
Mrs. Gail Prinsen, Fourth Grade Teacher
Mrs. Carolyn Milroy, Fifth Grade Teacher
Mrs. Carol Justice, Second Grade Teacher
Mrs. Margaret James, AEA I Consultant.

4. Waiver of Rules Required

In order for the West Delaware County Community School District to pilot the Accommodation Project, "Cooperative Learning," the following Rules of Special Education were requested to be waived to state in compliance with the Department of Education, Bureau of Special Education. We asked that the following rules be waived during the duration of the project 1987-88/1988/89 school years.

12.25(2) Special education instructional personnel. "Special education instructional personnel" serve as: Teachers or educational aides at the preschool, elementary or secondary level for pupils requiring special education.

12.51(3) District responsibility. The resident district shall be liable only for instructional costs incurred by an agency for those pupils certified as entitled in accord with these rules unless required by 34 C.F.R. 300.302, July 1, 1984.

12.51(7) Proper use of weighted and support service funds. Weighted instructional funds may be utilized to provide special education instructional programs both in-state and out-of-state with the exceptions of itinerant hospital services or home services, itinerant teaching instructional services and consultative instructional programs which must utilize support service funds for both in-state and out-of-state placements.

The suspension of these rules allow regular and special education staff to experiment with effective instructional strategies for mildly handicapped pupils, as well as children at risk in the least restrictive environment. (Reference Rule No. 12.2(3)).

5. Students Involved

SECOND GRADE - Mrs. Justice, Teacher

Badtram, Michele
Boll, Angela
Calonder, Mitchell
Dighton, Brandi
Eike, Brandon
Glawe, Elizabeth
Goranson, Brian*
Grimm, Brandy*
Hempstead, Jared
Ingles, Terry
Joslyn, Sara Jo*
McGraw, Nicholas*
Neppl, Amber
Nosbisch, Robert*
Pilcher, Natalie
Sabers, Amy*
Stock, Becky*
Wade, Jennifer
White, Scott*

FOURTH GRADE - Mrs. Prinsen, Teacher

Amthauer, Nicky
Bandy, Jill*
Carlson, Shawna*
Cashen, Eric*
Feight, Jason*
Fry, Tonya*
Gibbs, Jessica
Groth, Corey
Hicks, Amy
High, Justin
Kalkbrenner, Julie
Kuehl, Danny*
Lendt, Jennifer
McDowell, Timothy
Meck, Jason*
O'Connell, Theresa
Olmstead, Eric
Reeder, James
Sites, Randy*
Swanson, Emily
Vogt, Ryan
Wilhelm, Jonathan
Young, Tara
Ziel, Nichole*

FIFTH GRADE - Mrs. Milroy, Teacher

Ager, John
Bockenstedt, Kristy
Carpenter, Brandy*
Delperdang, Chad*
Foster, Angela
Goettsch, Caryn
Goranson, Christopher
Hillier, Melissa*
Housel, Heather
Hovick, Stephen
Kaiser, Kelcy*
Kephart, Stephen
Manson, Jennifer
Miller, Cori*
Nall, Jennifer
O'Connell, David
Pilcher, Michelle
Ridenour, Adam*
Sears, Michael
Simpson, Brian
Sperfslage, Lynn
Tibbott, Kari
Voelker, Corey
Wessels, Shannon
Wickman, Chad
Woods, Jolene

*Indicates mildly handicapped or Chapter I students.

PROCESS OF DEVELOPMENT

1. Initial Inservice Endeavors

October, 1987, article in Manchester Press describing Accommodation Strategy

October 26, 1987, short presentation to Lambert Elementary teachers re: Accommodation Strategy, held at regular weekly meeting

November, 1987, article in Keystone Monthly re: Accommodation Strategy

February 8, 1988, letter to special education parents re: children being served in regular education classroom

February 15, 1988, parent meeting to discuss Accommodation Strategy

March 7, 1988, letter to RTP students re: change of teachers to facilitate elementary RTP teacher being in regular education classrooms

2. Procedural Steps of Process in Sequence

May, 1987 - Margaret James, AEA Consultant, met with Cynthia L. Mitchell, 1987-88 RTP teacher, Joe Sweet, Special Programs Director and George Cabalka, K-5 principal, to discuss Accommodation Strategies for 1987-88 school year. Items discussed are as follows:

1. Alternatives to pulling mildly handicapped

students out of regular education classrooms.

2. Better utilization of staff expertise.

3. Increased communication of regular education and special education staff.

4. Utilization of special education teacher's expertise in use of remediation, adaptation, and intervention strategies.

5. Developing a more effective strategy to prepare students for integration into small and large group instructional situations.

6. Provide assistance to high risk students thus reducing referrals for many students and fewer retentions.

7. Development of positive self-concepts.

8. Increasing awareness of acceptable social skills needed to survive in today's world.

Summer, 1987 - Margaret James and Cynthia Mitchell met to discuss accommodation strategies using Cooperative Learning Format from Johns Hopkins University, Baltimore, Maryland. After reviewing materials from Keystone AEA media, we chose the student team learning method called STAD (Student Teams Achievement Divisions).

October, 1987 - Margaret James and Cynthia Mitchell previewed VTC "Belonging" and "Circles of Learning" from University of Minnesota and FS/Ct "Using Student Team Learning from Johns Hopkins University.

November 13 and 16, 1987 - Margaret James and Cynthia Mitchell met to write up Phase II of Accommodation Strategy.

November 18, 1987 - Phase II grant application submitted.

December 14, 1987 - Phase II approved.

December 21, 1987 - Additional $900.00 approved.

February 29, 1988 - May 27, 1988 - Accommodation Strategy implemented in three classrooms.

March 25, 1988 - Two hours each for lesson plans

March 29, 1988 - Short after-school meeting to update and share

April 20, 1988 - Inservice planning

May 3, 1988 - Plan with teachers

May 9, 1988 - Two hours per teacher to plan for rest of school year

May 18, 1988 - Afternoon, finalize inservice preview tape, practice, AEA video person

May 19, 1988 - Met with Karen Youngblut to redo tape

May 26, 1988 - Plan with Maggie James on writing final report

June 1, 2, 3, 6, 1988 - Met with teachers to write final report and make video

June 7, 1988 - Finalize summer inservice and sent letter to participating teachers

June 10, 1988 - Collate final report and notebook

TIMELINE FOR PROCESS OF IMPLEMENTATION

May, 1987 - George Cabalka, Margaret James, Joe Sweet, Cynthia Mitchell re: Accommodation Strategis for 1987-88.

August, 1987 - Meeting with consultant

October 13, 1987 - 1/2 day with consultant

October 22, 1987 - Writing of Phase I of grant

October 27, 1987 - Visit Wright Elementary in Cedar Rapids, Iowa, 1/2 day

November 13, 1987 - 1/2 day with consultant

November 16, 1987 - Write final copy of grant

November 30, December 1, 1987 - Mason City School visitation

January 15, 1988 - Visit schools in Cedar Rapids re: Cooperative Learning

January 22, 1988 - IEP update, scheduling, parent letter and meet with consultant

February 8, 9, 1988 - Met with teachers, 1/2 day all together, 1/2 day with each teacher

February 24, 1988 - 1 day preparation for meeting with teachers, scheduling RTP, set up team sheets

February 25, 1988 - 2 hours each with teachers to do lesson plans

February 29, 1988 - implement weekly planning sessions

WRITTEN PROCESS OF IMPLEMENTATION

The cooperative learning team consisting of Mrs. Cynthia Mitchell, Mrs. Margaret James, Mrs. Carol Justice, Mrs. Gail Prinsen, and Mrs. Carolyn Milroy met February 8th and 9th to discuss final plans for implementing STAD in the classroom.

We set up a format for the team record keeping sheets, discussed methods for determining base scores and determined appropriate rewards for the students.

Each classroom teacher met individually with Mrs. Mitchell prior to initiating cooperative learning/team teaching in the classroom.

The 1/2 day was spent doing long range planning for units of study. The teachers discussed lessons to be taught, planned team study, established teams, and prepared quizzes.

During the week of February 29th, the project was implemented in the classrooms. Students were given pretests measuring attitude, self-concept, and math computation.

The four components of STAD are teach, team study, daily work, and quizzes.

TEACHING COOPERATIVE LEARNING

1. Using cooperative learning doesn't mean changing your way of presenting concepts and skills.

2. LD and high risk students are very difficult to work with. Teachers need to know they don't have to handle the problem alone. The support you get from each other is one of the most important aspects of team teaching.

3. The teaching responsibilities are shared. Of the six day cycle we each teach 50% of the time. In our weekly planning period we choose the lessons we wish to teach. Sometimes Mrs. Mitchell may have some ideas or materials for a particular concept and may choose to teach or vice versa.

4. While one of us is teaching the other moves about the room to see that all are paying attention, that they are in the right place or spotting those that might be having a problem with the concept being taught. We also feel to add to or reinforce the concept being taught for the day.

Each of us meets weekly with Cynthia Mitchell to plan to lessons, assignments, and activities for the week. This may take anywhere from 20 to 40 minutes.

We also meet about once every six weeks for 2 hours to do long range planning on a one to one basis with Mrs. Mitchell. Sometimes we meet as a group for 1/2 day or at the end of the day to share ideas or problems. We will be meeting 2 days at the end of the week to complete the results of the project.

TEAM STUDY

Team practice periods are for reinforcement. Students work and study together in their small structured teams using materials designed to reinforce the concept being taught. Each student is responsible not only to learn the content, but to help his/her teammates understand. The common goal is team success.

The teams are organized according to your students' abilities. We try to keep the teams at 4 or 5, at the most. We have 1 top student, 1 low student, and 2 average students in each group. You also need to consider which students work well together.

The teams are regrouped periodically - say every 6 weeks or after a unit of study. For my classroom this year, we found that the teams were working very well together, so we did not feel we needed to change.

When the teams are organized, they choose a team name, and are given team folders and a place to work. They are asked to sign a contract (See Appendix A) for the rules of Cooperative Learning.

The next step in the process is teamwork. Using cooperative learning teams doesn't have to mean changing your entire classroom management system. Any type of classroom arrangement adapts well. You may use desks, tables or whatever. In the area of math, we meet in teams pretty regularly for practice sessions. This is not so far all areas of study. Team time varies in length according to the concept.

The practice period is an interactive period. The student team work is always directed to the concept presented. You can expect a greater noise level than from individual seat work, but surprisingly enough, they always stick with the task, and the noise is a productive sound.

We use a variety of activities for team time. Sometimes worksheets, computers, manipulatives, individual chalkboards, and learning stations. During team time, Mrs. Mitchell and I go from team to team to help with any questions or problems. Coop learning helps reduce the student-teacher ratio. When working in their teams, the students are directed to ask teammates forhelp before they ask a teacher. This improves interactionbetween students. Their goal is to have TEAM SUCCESS.

One student participant commented, "I used to feel dumb if I didn't know something. Now I can just ask my teammates and they help me."

I found it rewarding when a top student who would rather sit in a corner by himself and couldn't seem to get along with anyone, could lean over to explain something to a teammate having problems. I could see it working for me.

DAILY WORK

After the teamwork each child has a daily assignment to practice the concepts being taught. Grades are taken from the daily assignments and quizzes. No grades are taken from teamwork assignments.

QUIZZES AND TEAM RECOGNITION

The students are quizzed throughout the chapter as often as the teachers determine is necessary. The individual quiz scores are recorded for the students' grade.

The number of quizzes will vary depending on the material being covered. Measurement (5) had more quizzes than division (3).

The team scoring for quizzes does not become a part of the students' grades. But because they are awarded team prizes, they are encouraged to help each other learn. The individual team members earn points for each quiz based on improvement. The improvement points are added together and averaged to determine if the team is a Good Team, a Great Team, or a Super Team for that quiz.

We developed a team record keeping chart. See Appendix B.

Each student in a team is given a base score. The base score may be determined by a pretest, the students' average math grade from the last week or last year, or wait to figure a base score until after 3 quizzes.

The student takes a quiz and his/her quiz score is recorded.

Improvement points are determined by comparing the base score and the quiz score. See Appendix C (top) for improvement points.

The teams are awarded prizes for being a Good Team, a Great Team or a Super Team. See Appendix C (bottom). They receive a certificate and a prize. Some examples of prizes are markers, folders, stickers, erasers, candy bars and rulers.

After 3 quizzes or tests, each students' base score is refigured by averaging the quiz or test scores. Therefore, the students' base score will change quite often.

3. Critical Keys in Assuring Success

These are the key factors, the project participants feel are vital in assuring success in an accommodation strategy such as this:

a. organization of materials
b. planning time
c. administrative support
d. teacher willingness
e. scheduling

4. Modifications/Adjustments Needed

Modifications and adjustments needed are:

1. scheduling of mildly handicapped and high risk students within classrooms that meet at the same time for the same subject area.

2. evaluate methods for determining base scores

3. print certificates on laser printer

4. eliminate team summary sheet

5. Follow-up Inservice

On May 31, 1988, the participating teachers prepared an informational video with "live" explanations to show the Lambert Staff how cooperative learning and team teaching was being used in their classrooms. Questions were asked and several teachers showed interest in implementing cooperative learning in their classrooms for the 1988-89 school year.

6. Recommend Modifications Suggest for Replication

The suggestions for replication are:

1. continue in area of math and include third grade
2. continue preparation time for regular and special education teacher on a weekly basis
3. continue sharing between project participants
4. continue long term planning using rotating substitute
5. expand to area of language arts in one grade level
6. scheduling of math classes at same time per grade level.

MEASUREMENT/EVALUATION

1. Techniques Developed for Measuring Student Outcome

(Refer to Part IV grant application.)

RTP students placed in LRE in area of math second semester of 1987-88

Measurement of student change (See graphs).

Academic - Woodcock-Johnson Pre/Post Test Results

2nd Grade - 18 students

12 students scored higher	67% scored higher
5 students scored lower	
1 student scored same	

Computation had not been worked on the last two units and teachers felt this caused several students to score lower on post test.

4th Grade - 24 students

21 students scored higher	87% scored higher
2 students scored lower	
1 student absent for post test	

We feel grade placement reflected greater retention.

5th Grade - 22 students

19 students scored higher	86% scored higher

3 students scored lower

We feel grade placement reflected greater retention.

School Attitude

2nd Grade
- 11 scored lower
- 3 scored higher
- 4 scored same

4th Grade
- 14 higher
- 4 lower
- 6 same

5th Grade
- 13 higher
- 3 same
- 6 lower

Tests were give last two weeks of school and this may be reflective of lower scores than actually observed on day to day contact because cooperative learning and team teaching were used for such a short time between pre and post testing we felt change could not be measured accurately by this test.

Self-Concept

2nd Grade
- 7 higher
- 7 lower
- 4 same

4th Grade
- 10 higher
- 9 lower
- 4 same

5th Grade
- 12 higher
- 4 lower
- 6 same

See comments on school attitude.

Curricular congruency much more cohesive as observed by RTP teacher. RTP teacher more aware of how curriculum flowed in each targeted classroom.

After giving the end of book tests at each grade level, teachers were able to analyze each student's strengths and weaknesses and provide extra practice where needed.

Parents surveyed at end of 1st semester re: RTP "pull-out" and showed enthusiasm toward accommodation strategy.

Instructional barriers/adjustment

a. scheduling
b. RTP has to adjust to individual teaching styles of each teacher she/he works with

Less referrals. Students' needs appear to be more successfully met within the regular classroom.

Worksheets/quizzes/learning stations geared to homogeneous make-up of each classroom.

2. Actual Outcome Observed (See graphs)

3./4. Related Evaluation Strategies Developed/ Actual Outcome Observed.

Personal observations show positive self-concept and attitude towards school. Testing occurred during last two weeks of school, computation skills not taught during last units so this may explain test results not being as high as anticipated.

Regular education teachers felt they were more organized and stayed on task more with the help of team teaching.

Nonparticipating regular education teachers became curious as to the techniques and strategies used to accommodate mildly handicapped and high risk students.

Communication increased between regular and special education teachers.

Parents were accepting of cooperative learning and team teaching.

Parents inquired at annual review conference that they wanted their children to continue in cooperative learning-team teaching in 1988-89 school year.

Participating teachers noticed some social growth among students and questioned if actual teaching of social skills should be incorporated into regular education curriculum.

5. Recommend Modifications in Developing Evaluation Techniques

Score tests on computer.

Give post test beginning of May instead of the end of May.

Keep more anecdotal records re: self-concept, attitude toward school and teams working together.

FUTURE INTENDED ENDEAVOR

1. Anticipated Extension of Project
    a. Expand program to middle and high school
    b. Extend to grade 3 in area of math at elementary level
    c. Expand to area of language arts in one elementary classroom
2. Recommend Modifications
    a. Continue scheduling planning time between regular and special education teacher
    b. Continue scheduling sharing/planning time between all regular and special education teachers
    c. Cooperative learning participants visit other cooperative learning classrooms within building level.
    d. Nonparticipating building teachers visit cooperative learning classrooms.
    e. Regular education teacher to take a more active part in team record-keeping.

3. Personal Comments/Anecdotal Records

The Accommodation Strategy activity conducted in the building I administer met with the success that it did because of the effort and commitment by the participating staff. Starting at mid-year as we did posed some scheduling problems which were rather easily overcome due to the flexibility of the teachers involved.

As we move forward in our efforts to better meet the needs of our identified children, I can foresee a need for an increase in RTP staff. The project came a long way in one year and the future holds much promise.

George Cabalka
Elementary Principal
Lambert Elementary School

West Delaware Schools have just completed the first segment of an Accommodations Strategy activity, a Team Teaching/Cooperative Learning program involving regular education teachers and a resource room teacher. The success of this phase of the program has encouraged us to do advance planning to prepare to incorporate the program into the Middle School and eventually into the High School. We have found that the students working cooperatively as they do in this program, along with team teaching, fuel an innovative program that enhances learning and is quite popular with the students. Using the strengths of the students and the teachers in this manner has created a very successful program.

Joe Sweet
Director of Special Programs
West Delaware County Community
School District

As a RTP teacher and special education advocate, it is my hope that classroom teachers can accept the differences in children and work with alternative methods to assure their academic success as well as improve their self-esteem.

The accommodation strategy we researched and implemented during the 1987-88 school year made this hope a reality.

Team-teaching and cooperative learning is an exciting, as well as workable, concept. After teaching in special education for 15 years, it gave me a chance to "get into" the regular education classroom. It was a lot of work but also a lot of fun - interacting with regular education teachers and students, as well as high risk and mildly handicapped students.

I am looking forward to another year of team teaching and cooperative learning as are the other project participants.

Cynthia L. Mitchell
RTP Teacher and Project
Participant

When I was asked by my building principal to participate in the program, I had limited knowledge of the cooperative learning/team teaching program. I told him at that time that if this was something that would really make a difference with my students, I would like to be included in the project. I don't ever remember regretting my decision to join. My students were able to work well together, and the students that really needed help were able to learn from their teammates. They were the ones that benefitted from the program. I found my own rewards also. I thoroughly enjoyed team teaching. I liked the way it helped keep me on track and organized. I also had someone to share thoughts and ideas with for class lessons, and someone to share with me. It has been a positive experience for me.

Carolyn Milroy
5th Grade Teacher and Project
Participant

Cooperative Learning/Team Teaching has been an enjoyable experience for my students and me. The students looked forward to math class because they knew they would have the opportunity to work together and help each other. They seemed to like having two teachers because we could get to them quicker to answer questions or help them out.

Teaming with Mrs. Mitchell was neat! Our lessons had more variety. Cindy shared materials that she used in the resource room, and I learned techniques to use with students that were having difficulty with math concepts or work/study habits.

Next year I will be teaching reading to the low readers in fourth grade. I am hoping to use the Cooperative Learning/Team Teaching process. I am certain the students will benefit by gaining reading skills, building their self-esteem, and learning to cooperate and help each other.

Gail Prinsen
4th Grade Teacher and Project
Participant

In the beginning I did have questions and was confused about what was expected of me in the project.

When we visited the other schools to observe their programs with the mildly handicapped, I was disappointed. I felt we got more of an idea of what not to do or the project wasn't appropriate for our particular grade levels.

As we worked together as a team to write a Cooperative Learning/Team Teaching program for our levels, my questions and confusion began to dissipate.

I thoroughly enjoyed participating in the cooperative participating in the Cooperative Learning/Team Teaching project. I have always been concerned about the high risk children who don't qualify for any special programming. I feel the high risk children benefitted as much as the LD students.

I also enjoyed the team teaching aspect. It was great to have the support and ideas of another teacher in the classroom.

Carol Justice
2nd Grade Teacher and Project
Participant

I have been very pleased with the progress we have experienced in Cooperative Learning/Team Teaching. There has been a great cooperative endeavor between special education and regular education teachers. This enthusiasm and support in teaching, planning, teaming, and working with students who have difficulty, appears to have opened the door for increased interest and participation in implementation of teaching strategies to help students who have been identified as mildly handicapped. This is carrying over to aid high-risk students not in special education. Students seem to enjoy working in teams. Indications are that we have achieved many specific goals we established. We have suggested modifications for improvement where needed. School administrators have taken an interest - ownership of this pilot project - and are encouraging continuation in the area of math as well as being interested in increased implementation in the language arts area. Regular education teachers and the special education teacher have been excellent ambassadors in promoting Cooperative Learning/Team Teaching.

It has been a rewarding experience for me as a consultant.

Margaret James, AEA I
Instructional Consultant

REFERENCES

1. Appendix

2. Professional Articles

Cooperative Learning - Can It Work Beyond Elementary Grades?

Integration Versus Cooperation: A Commentary on "Educating Children with Learning Problems: A Shared Responsibility"

Cooperative Learning and Individualized Instruction

Willingness of Regular and Special Educators to Teach Students with Handicaps

A New Cooperative Learning

Executive Commentary - No More Noses to the Glass

How Far Has Special Education Really Come?

Breaking Down the Barriers Between Special and Regular Education: A Washington State Initiative

Cooperative Learning - Can Students Help Students Learn?

Effective Partnerships: An OSERS Initiative

Cooperative Learning Works

2. Profession Contact

Jim Reis - Dept. of Education

John McClure - AEA I

Anna Marie Farnish - Presenter, Cooperative Learning, Johns Hopkins University (See Packet - Learning to Cooperate: Cooperating to Learn)

Tom Burgett - Dept. of Education

Greg Robinson - Dept. of Education

3. Workshops Available

Chicago - April 5-10, 1988 - (Margaret James, AEA I Consultant attended)

Baltimore - May 2-4, 1988

Lake Tahoe - July 23-26, 1988

4. Demonstration Sites

Mason City - Attended by Project Participants - Project Re-entry

Cedar Rapids - Attended by Project Participants - 2 sites

Transitional
Aide
Model

"An Effective Accommodation Strategy"

Demonstration Project-Bureau of Special Ed

Starmont School District
Strawberry Point, Iowa

TAM

(Transitional Aide Model)

"An Effective Accommodation Strategy"

STARMONT ELEMENTARY SCHOOL
Lamont, IA.

Procedural Steps:

1. Effective inservice for staff and TA
2. Developmental planning
3. Student selection
4. Regular classroom teachers providing a risk-free learning environment
5. Team selects strategy
6. Student taught strategy
7. TA learns strategy with monitoring and support techniques
8. Transition begins
9. Regular/Special classroom teachers and TA collaborate as TA monitors progress
10. Success/TA removes support
11. Regular teacher continues monitoring
12. Student becomes independent user of strategy

Key Terms

Accommodate
Learning/Behavioral Strategies
Transition
Collaboration
Transitional Aide (TA)
Natural Assessment
Monitor
A-Team
Facilitate
Whole Language

Components For Success

- School building environment focusing on children with individual needs.
- Administration supporting creative change.
- Supportive/collaborative regular class teachers, modifying instruction and providing a risk-free environment.
- Special Instructors using various resources to provide a rich repertoire of strategies for selection by building teams.
- Keystone support staff becoming an integral part of the building team.
- Students striving to become independent users of strategies.
- Parent involvement.

Project Goals:

The TAM project was established to provide an accountable transition for students in a pull-out program returning to the regular classroom.

The Special Ed/Chapter I staff develops math and reading strategies for selected students' use in the regular classroom.

The student and Transitional Aide learn the strategy and re-enter the Regular classroom to implement the strategy.

The Transitional Aide's support fades as the student becomes an independent user of strategies.

Administration:
Nick Johns, Superintendent
Larry Dougherty, Principal

Special Instructors:
Barb James, Special Education
Linda McClure, Chapter I Reading

Transitional Aide:
Andrea Dallenbach, Paraprofessional

Regular Classroom Instructors:

First Grade:	Barb Barclay
	Ellen Duncan
	Connie Puffett
Second Grade:	Bobbi DeLong
	Betty Dumke
	Karen Hassman
	Kay Sage
Third Grade:	Valerie Hall
	Bonita Eschen
	Mary Hamblin
	Ruth Peterson
Fourth Grade:	Tom Pickart
	Janet Swanson
	Helen Thomas

Keystone Support Staff:
Rupert Kneef, Consultant
Eldon Anderson, Psychologist
Connie Cranny, Speech
Joe Olsen, Social Worker

STARMONT ELEMENTARY SCHOOL
TRANSITIONAL AIDE MODEL (TAM)

ACCOMODATION STRATEGIES FOR THE MILDLY HANDICAPPED

INTRODUCTION

Statement of the Problem

One of the greatest challenges in education today is to provide the most effective education possible for children and youth with learning problems. In the past two decades, efforts to meet this challenge have produced an abundance of federally funded programs designed to meet the educational needs of these children. "Special," "compensatory," and "remedial" education programs for children with learning, language, reading, and math problems have been established in virtually every school district in the nation as a means to contribute to the goal of quality education.

The National Commission on Excellence in Education indicated a strong concern over problems in education. They concluded that these problems could be corrected provided that our general citizenry and those holding public responsibility cared enough and were courageous enough to do something about these deficiencies (Will, 1986).

Evidently the elaborately developed and heavily funded compensatory programs have fallen short of their goal. The purpose of this grant was to allow for a review to identify the nature of problems and limitations in current special programs as revealed through research and authoritative analysis. Further, as a result of this review, a model to address these needs would be identified and implementation begun.

Scope of the Review

The review examined (1) the nature of current remedial and special education programs designed to address the needs of children experiencing reading failure in the classroom, and (2) suggested solutions to the problems these programs have produced. The programs addressed were limited to those resulting from Chapter I of the Education Act of 1981 and the Education For All Handicapped Children Act of 1975 (Public Law 94-142).

Importance of the Problem

We want the most effective education possible for our students. This goal applies to those with learning problems in particular. Of the 42 million children in our public schools in 1984-1985, 4% were classified as "learning disabled" and placed in special education programs (Will, 1986a, 1986b). This means that the 1.8 million children classified that year showed an increase of 34,000 students over the preceding one. Another 10-20% of the students who have learning, language, or behavior problmes have received special instruction in such programs as remedial reading, migrant eduction, or bilingual education. All of these programs have been designed to bring students in contact with a more effective teacher or curriculum. There are an undetermined number of students who do not fit into compartmentalized special programs and thus do not receive the special services available even though they show a need for individualized assistance. Many times early intervention could help these and other children who later develop a problem severe enough to finally qualify for help. In this manner, our current programs address failure rather than prevention.

In both Chapter I reading and learning disability reading programs, researchers have determined that the instructional support most often provided tends to be a fragmentation of the literacy curriculum. According to Allington and Broikou (1988), studies indicate that the at-risk child will not only be involved with two different curricula but, when compared with the achieving child, will have less instructional time to master either. Too often, teachers of these special programs experience isolation from regular education staff and tend to work outside the mainstream education process. This separation increases the barrier to efforts to provide adequate and appropriate instruction to resolve the reading failure of these children. There seems to be a need to review current special programs and identify possible changes to make them more effective.

According to research conducted in the past 5 years, there is little evidence that children have improved their reading skills through the pull-out efforts of remedial reading instruction in the Chapter I program or those of the resource room for the learning disabled (Allington, 1987; Savage, 1987).

Summary and Overview

The greatest challenges of reform in remedial reading programs today are rethinking the goals toward curricular congruence with reading in the regular classroom. A review of the literature revealed that poor readers can become independent learners through two changes: (1) instruction of learning strategies for transition, and (2) a redesign of our present remedial and regular reading programs.

Through major structural changes, the reading programs of Chapter I and learning disabilities for the mildly handicapped can combine their strengths with those of general education. For this change to occur, the federal government will need to join with a number of state and local school districts and support experimental programs of integrated forms of education. New models could be tried without undermining the hard-won rights of handicapped children. Such innovative models have an additional advantage. These program changes could overcome the adverse effects of current labeling, pull-out instruction, and lack of curricular congruence (Allington, 1987; Pearson, 1985; Reynolds et al., 1987; Will, 1986).

The goals of remedial reading instruction should be to teach children how to use strategies in regular classroom settings, and also to help children learn to transfer strategies to different tasks. Establishing cognitive and motivational goals will help children to understand the benefits of reading and to develop life-long readers.

Better learning environments are being established where cooperative efforts, modeling, peer tutoring, and direct explanation combine with traditional methods (Covington, 1984; Duffy & Roehler, 1987a, 1987b; Paris & Oka, 1986; Slavin, 1983; Winograd, 1987).

There is a growing awareness among educators and researchers that a new agenda for reading instruction is worth attempting. Through combined efforts and redesign of present remedial programs and regular education, children can be served more effectively.

By correlating the rich outpour of recent research, regular and remedial programs can find a means to cooperatively assess and serve the educational needs of the remedial reader. Through a shared committment, we can provide a continuum of instructional services to support our chilldren in becoming strategic readers and independent learners. With this aim in mind, Starmont Elementary School proposed and implemented the Transitional Aide Model (TAM) for the Spring semester of 1989.

-Final Report-

I. Statement of Purpose/Intent

A. Brief Overview of the Grant

In an attempt to address the concern projected toward ineffective pull-out programs, a paraprofessional role was developed which addressed the efficacy of pre-intervention endeavors, duration of pull-out time, curricular congruency, and the transitional phase back into the regular classroom.

B. Grant Objective

The overall objective /goal of this project was: that Learning Disabled students and other children at-risk could learn reading/thinking strategies through pull-out efforts and implement the use of said strategies in the classroom with the support of the paraprofessional. As these children become more efficient learners and independent thinkers, the support of the paraprofessional would be phased out accordingly.
The major project goals and objectives were as follows:

Goal # 1-To develop various reading strategies with monitoring techniques which can be used in the transition of students back into the regular classroom.

Objectives:
1. Analyze evaluation of specific reading deficit.
2. Develop one or more reading accomodation strategies related to the deficit.
3. Teach student appropriate ways to use the strategy in regular class.

Goal # 2-To train a paraprofessional in reading strategies and monitoring techniques which can be successfully implemented in the regular classroom.

Objectives:
1. Project trainer shall develop strategy based upon specific deficits.
2. Project trainer will train paraprofessional in strategies/ monitoring techniques.
3. Paraprofessional will enter into the regular classroom with students to provide support during

transitional period.

Goal # 3-To develop a program model (TAM) illustrating the effective role of the paraprofessional complemented with a package of reading strategies which can be replicated.

Objectives: 1. Once initial implementation occurs, project trainer begins orientation to special education instructor.
2. Summer endeavors include the total development of project.
3. 1988-89 school year, both pull-out programs shall utilize model.

C. Grant Participants/Roles

The building administrator and coordinator of the TAM project was Larry Dougherty. Rupert Kneef, Instructional Consultant, acted as a resource for learning strategies. Linda McClure, Chapter I Reading teacher and Project Trainer, worked with Val Hall, Paraprofessional, in planning and implementing the TAM project in the second semester and summer of the 1987-88 school year. Special Education instructors, Pat Ritter and Barb James were given orientation and opportunity for input during the second semester and summer respectively. Classroom teachers for 2nd, 3rd and 4th grades provided input in selection of appropriate strategies and a classroom climate conducive to student usage of reading/thinking strategies.

D. List Waiver of Rules Required

The Starmont School District requested the following rules be suspended or waived in order to initiate the TAM pilot project:

12.25(2) Special education instructional personnel. "Special education instruction personnel" serve as: Teachers or educational aides at preschool, elementary, or secondary level for pupils requiring special education.

12.51(3) District responsibility. The resident district shall be liable only for instructional costs incurred by an agency for those pupils certified as entitiled in accord with these rules unless required by 34 C>F>R> 300.302, July 1, 1984.

12.51(7) Proper use of weighted and support service funds. Weighted instructional funds may be utilized to provide special education instructional programs both in-state and out-of-state with the exceptions of itinerant hospital or home services. Itinerant teaching instructional services and consultative instructional programs which must utilize support service funds for both in-state and out-of-state placements.

5. Students Involved

The accomodation group was comprised of 5 Learning Disabled students with reading deficits and 9 Chapter I reading students representing grades second through fourth.

II. Process of Development/Implementation

A. Initial Inservice Endeavors

1. Researched and wrote future presentations.

2. Communicated with all persons who would be involved in TAM in order to get the "feel" of the district.

3. Orientation given to special education instructor and paraprofessional.

4. First Inservice. Addressed entire faculty at regular meeting.

    a. Explained to teachers, PT had asked this be a classroom teacher decision as to whether to participate in the model in its initial stages and administration agreed.
    It was our belief that TAM could stand on its own merit and that our teachers, if properly inserviced, would choose to be involved. We had 100% participation.

    b. Provided rationale and goals. Demonsrated process.

5. Second Inservice. Addressed 3rd and 4th grade teachers in unit meeting and addressed 2nd the following week. Explained, indepth, what strategies are and are not and why it is necessary to teach them. Referred to Reading/ Thinking Strategies by Scott G. Paris, University of Michigan.

6. Third Inservice. Asked for last 10 minutes of unit meetings and demonstrated how to take a skill lesson from a work sheet and turn it into a strategy lesson. This was done at individual grade level for classroom teachers.

7. There were several ongoing informal inservices given as needed throughout the semester.

B. Procedural Steps of Process in Sequence

1. Employed Paraprofessional with background necessary to assist students in implementing strategies in the classroom.

2. Project Trainer met with each classroom teacher and special teacher to assure coordination of

reading instruction, to help identify targeted children, and present and get input for possible choices of appropriate reading strategies.

3. The cooperation of the classroom teacher was secured to assure the paraprofessional be welcomed into the classroom to observe the children who are served by both components.

4. Paraprofessional received inservicing in preparation of observing and assisting students and recognizing targeted behavioral goals which characterize the implementation of certain reading strategies.

5. Specific students were assigned to paraprofessional for observation in the regular classroom during the transitional phase.

6. The transitional phase was regarded as that period of time from when the student had mastered the reading strategy in the special pull-out program and was attempting to use it independently in the classroom.

7. The role of the paraprofessional focused upon that transtiional phase at which time (she) was with the child in the regular classroom monitoring and assisting the successful application of the strategy.

8. Example of the TAM process:

   *Conference with Ben's classroom and special teachers where he is identified as targeted child in need of reading strategies. Initial disucssion of appropriate strategies.

   *Special teacher sends Ben invitation stating his teachers have chosen him to become a Magic Reader. His classroom teacher allows him to attend a Magic Show given for him and other targeted children by his special teacher. She demonstrates the need for strategies with a skit and then shows him pre, during, and after reading strategies through an exciting magic trick. She asks if he would like to become a Magic Reader and do this magic trick for others. If Ben chooses to, she tells him that when he can use the strategies (magic sayings) in the pull-out room, he can have a chance to earn points toward a prize by using them in the classroom. The paraprofessional, who has been in attendance, explains she will be with him and give him little symbols when she sees him trying. He will bring them back to the pullout and redeem them from his special teacher. He is told he has a whole team of teachers cheering for him.

*Ben has an opportunity to use his strategies in the pull-out first, then he may present his magic trick to other children and repeat the magic sayings. When his special teacher feels he is ready, she alerts his classroom teacher and the paraprofessional observes and assists him in class. He is given small reinforcements by redeeming the symbols his paraprofessional gives him from the special pull-out.

*When the paraprofessional observes Ben using his strategies independently, she alerts the classroom teacher and the special teacher. The paraprofessional fades her support to Ben and the classroom teacher is supplied the symbols to given to Ben as she observes him using them in the classroom. He redeems them in the special classroom and wins his prize. He has shown he can be an independent/reader thinker.

C. Critical Keys in Assuring Success

1. Hire paraprofessional with good command of people skills and good background knowledge.

2. Provide for ownership of classroom teacher in model.

3. Classroom climate providing opportunity for children to demonstrate their use of reading/thinking strategies. We found that the use of Cooperative Learning, the Whole Language Approach and the Reading/Writing Connection had a positive impact upon the implementation of this model.

4. The scheduling of the paraprofessional's time in the classroom is a demanding task. Teachers will need to understand that the responsibility lies with them to select a time for the TA when actual reading from print is being done by the targeted children. Activities such as phonic work sheets are no substitute as this does not provide the children an opportunity to use their reading/thinking strategies with the TA's observation or assistance.
The Whole Language classroom gives a greater flexibility to the scheduling than any other component as large blocks of time are dedicated to reading/thinking activities.

5. It is essential that the targeted child sees the special and classroom teachers as a team of support to him/her with the common goal that the child become a strategic reader/thinker.

6. Opportunity for communication from all team members of model.

D. Modification/adjustments Needed

1. In the initial stages of development, TAM communication was assured through tape recordings. Conferences between the TA and special teacher were taped and taken to teacher conferences with the special teacher. This was necessary because the TA was not fulltime and unavailable during teachers' free time. The recordings were very successful and the responded by adding to the tape their own remarks. The special teacher gave the tapes to the TA on the following day during a time set aside for this. It was the next best thing to being there.

E. Follow-up Inservice

A follow-up inservice is planned for September of 1988. The results of the initial endeavers of the previous semester will be shared. An opportunity for Barb James, special education instructor; Andrea Dallenbach, paraprofessional (TA); and Linda McClure, Chapter I reading instructor, to inservice our staff as to the future endeavors of TAM.

F. Recommend Modifications Suggested for Replication

1. Increase parent involvement from beginning.
2. Use the additional lesson designs for reading strategies that were not yet developed during the spring semester. These designs include use of magic tricks and puppet skits.

III. Measurement/Evaluation

A. Techniques Devleoped for Measuring Student Outcome

1. Current Standardized tests do not measure the use of strategies and so were considered an inappropriate tool. We turned instead to the paraprofessional's observation of our targeted children's usage of strategies in the classroom. She recorded the number of strategies the child used, how often he/she used them, and to what degree of independence he/she was able to perform. In cases where child performed independently three times. the paraprofessional's observation was replaced by that of the classroom teacher and her/ his observation was recorded.

B. Actual Outcome Observed

1. In each instance of the 14 children observed, the children were able to use 3 strategies for pre, during, and after reading. Every child was observed using these strategies independently and appropriately in the classroom using the core curriculum.
2. In seven cases, the paraprofessional or TA was able to fade out and allow the teacher to observe. They were all successful. Three more teachers came to us during the time we were tallying our results and said they had observed other of our targeted children using strategies independently. We did not include them on our tally sheet but rewarded the children just the same. See TA monitoring sheet attached for details.

C. Related Evaluation Strategies Developed

The development of a TA monitoring form and the TA's own ability to utilize this form was also an evaluative tool. It was used in teacher conferences and the team meetings called for intervention options for children experiencing difficulty in reading. It was an effective tool in that it was specific in behavioral observations, well-defined in goals, and properly dated.

D. Actual Outcome Observed

1. Eight children were given reduced pullout

time for the 3 months duration. Classroom performance was not altered in any negative way as reported by those classroom teachers effected; however, none of these children were labled learning disabled.

E. Recommend Modifications in Developing Evaluation Techniques

A monitoring sheet for the classroom teacher needs to be devised allowing for a great deal of teacher input.

IV. Future Intended Endeavor

A. Anticipated Extension of Project

1. Establish criteria and timelines regarding phase out of paraprofessional support for students making transition.
2. Plan and implement supervision and coordination of paraprofessional services between chapter and special education teacher.
3. Identify and implement additional strategies appropriate to the needs of targeted students.
4. Implement the lesson designs using magic tricks and puppet skits which were developed during the past summer for TAM. Targeted children will be puppeteers.
5. Allow children labled learning disabled to received reduced time in the pull-out where appropriate. This would allow the evaluation of TAM in terms of its provision of services to children in the least restrictive environment.

B. Recommend Modifications

1. Provide for necessary adaptations for special education students whose curriculum needs are more funtional in nature.

C. Personal Comments

The strength of this model rests heavily upon the child advocacy roles taken by the administration, classroom & special teachers, and the paraprofessional. This model brought about a better team effort on the part of special and regular educators as well as administration. We had better communication and well-defined goals. Our children benefited from this thrust and saw us as a team and themselves as winners.
Classroom teachers were very pleased with the outcomes of the model. They expressed the desire to have the paraprofessional return next fall.
Some of their comments were:
"Our students understood the introduced strategies well."
"It worked well the way the TA zeroed in on my two targeted children without disturbing the class. I also liked checking with her for a quick feedback before she left."

"I felt the kids were really starting to apply strategies."

"These strategies give kids an excellent way to think about what they have read."

"These strategies went along well with the prediction strategy I use in my classroom. Sort of a double-whammy."

"I thought the program was great. I liked the increased contact and follow-up with the special staff."

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Teacher Assistance Team w/Para.

An Effective Accommodation Model Demonstration Project--Bureau of Special Education

MFL School District

Keystone AEA

Teacher

Assistance

Team w/Para

"Accommodation for Students with Individual Differences"

M-F-L School District

Statement of Intent

The M-F-L School District in cooperation with the Keystone AEA has developed a unique model accommodating students' needs in the regular classroom.

One of the key components to the model is the utilization of a paraprofessional in the regular classroom when once the team identifies the need.

Many times various strategies may not be implemented because of the specific requirement of the strategy, and the teaching environments of a particular classroom. Thus, the supportive assistance of the paraprofessional allows the accommodation to occur during a specified time-frame.

The M-F-L School District also has Teacher Assistance Teams at the secondary level functioning without the paraprofessional.

PROJECT GOALS

A. Provision of supportive assistance to regular classroom instructors specifically designing strategies for selected students.
B. To develop a source of collaboration within the building which focuses upon individual children's needs utilizing the teaching and support expertise.
C. To improve pre-referral interventions.
D. To provide a transition support to resource students in the regular classroom.

The Teams

Monona Attendance Center
Roger Swanson - Principal
Sherie Dawson - Resource Teacher
Marjorie Drahn - Classroom Teacher
Kim Radloff - Paraprofessional
Hank Wilson - AEA Psychologist
Richard Larimer - AEA Consultant
____________ - Referring Teacher

Luana Attendance Center
Roger Swanson - Principal
Judie Oelke - Resource Teacher
Carole Gerdes - Classroom Teacher
Sheila Martins - Paraprofessional
Hank Wilson, AEA Psychologist
Richard Larimer, AEA Consultant
____________ - Referring Teacher

The M-F-L District considers the teacher assistance team concept and this accommodation model to be extremely effective in serving children with individual differences.

FOR ADDITIONAL INFORMATION:

Superintendent: Dale Black

Building Administrators:

Roger Swanson
Jay Pedersen

M-F-L Community School District
Monona, Iowa 52159
Phone: 319-539-2031

TEACHER ASSISTANCE TEAM (TAT)

WITH A PARAPROFESSIONAL

Statement of Purpose/Intent

The M-F-L Elementary School recognized that there was a need to identify and accommodate student's needs in the regular classroom. In discussing this need it was determined that the establishment of a Teacher Assistance Team (TAT) would be beneficial to accommodating student's needs in the regular classroom. Further discussion concluded that the utilization of a paraprofessional to assist the Teacher Assistance Team would highly encourage regular classroom teachers to implement accommodation strategies in their classrooms. As a result the M-F-L School District, in conjunction with Keystone AEA, applied for and received a grant from the Bureau of Special Education to implement the concept of a Teacher Assistance Team with a paraprofessional during the second semester of the 1987-88 school year.

The major project goals and objectives of this grant are as follows:

Goal #1: Accommodating students in the regular classroom that otherwise might have been placed and served in the resource room.

OBJECTIVES:

1. Accommodate the needs of students who would have been referred for placement.
2. Accommodate the needs of students who do not meet the criteria for placement.
3. Demonstrate to the regular classroom teachers that student needs can be met in the regular classroom rather than the "pull-out" program.

Goal #2: Accommodating resource room students in the regular classroom as compared to the resource room.

OBJECTIVES:

1. To determine if similar skills can be as effectively taught in the regular classroom as compared to the resource room.
2. Facilitate the transition of students being phased out of the resource room back into the regular classroom.
3. Assist in the transfer of skills mastered from the resource room to the regular classroom.

Goal #3: Developing more appropriate pre-evaluation activities prior to referral.

OBJECTIVES:

1. To improve the quality of documentation of pre-evaluation activities.

2. Formalize the structure of these activities in the regular classroom.
3. Improve referral data for those students needing a full evaluation.

The Teacher Assistance Team consisted of the following individuals and their roles:

Roger Swanson (Project Coordinator) - M-F-L Elementary Principal

Kim Radloff - M-F-L .5 Paraprofessional

Judie Oelke - M-F-L Resource Teacher

Marjorie Drahn - M-F-L 1st Grade Teacher

Hank Wilson - Keystone AEA Psychologist

Richard Larimer - Keystone AEA Consultant

In order for the M-F-L School District to pilot their Accommodatione Project, "TAT With A Paraprofessional", the following Rules of Special Education are requested to be waived to be in compliance with the Department of Education, Bureau of Special Education.

12.25(2) Special education instructional personnel. "Special education instructional personnel" serve as: Teachers or educational aides at the preschool, elementary or secondary level for pupils requiring special education.

12.51(3) District responsiblity. The resident district shall be liable only for instructional costs incurred by an agency for those pupils certified as entitled in accord with these rules unless required by 34 C.F.R. 300.302. July 1, 1984.

12.51(7) Proper use of weighted and support service funds. Weighted instructional funds may be utilized to provide special education instructional programs both in-state and out-of-state with the exceptions of itinerant hospital services or home services, itinerant teaching instructional services and consultative instructional programs which must utilize support service funds for both in-state and out-of-state placements.

The suspension of these rules will allow regular and special education staff to experiment with effective instructional strategies for mildly handicapped pupils, as well as children at risk in the least restrictive environment. (Refernce Rule No. 12.2[3]).

This project was conducted at the Monona attendance center of the M-F-L School District which has an enrollment of 202 students K-2. During the period of this project a cumulative total of 17 students were served by the Teacher Assistance Team. Three out of the 17 students were resource students who were involved in the transitional transfer of skills into the regular classroom. Refer to Addendum A in the Measurement/Evaluation section for specific students and the instruction time intervals.

Process of Development/Implementation

The establishment of the Teacher Assistance Team was an outgrowth of several discussions that took place between the elementary principal and the AEA consultant. This mainly occured due to the principal's concern that we were labeling many children during their early elementary years and pulling them out of the regular classroom for placement in the resource room. Observation over the years indicated that many of these children that were labeled and pulled out of the regular classroom at an early age were still being served in a pull-out approach (resource room) during their high school years. The elementary principal was looking at alternative methods of serving these students in the regular classrooms without the stigma of a label and placement in a special education program.

Once the commitment was made to establish the Teacher Assistance Team, potential team members were approached to determine their interest and willingness to serve on this team. All potential members were receptive to the concept and agreed to participate as team members. It was also determined at this point that initially this project would be at the Monona attendance center which houses grades K-2. This was due in fact that mildly handicapped students could and should be accommodated in the regular classroom if at all possible at this age. This also allowed the Teacher

Assistance Team to start on a small scale to determine the effectiveness of their model.

Discussion among TAT members concluded that if the team was able to utilize a paraprofessional in the classroom, this would highly encourage regular education teachers to implement accommodation strategies in their classroom. This was made possible through the availability of a grant through Keystone AEA in conjunction with the Bureau of Special Education. Once the grant approval was received by the M-F-L School District, the following procedural steps were implemented.

1) An in-service was scheduled for K-6 staff that addressed accommodation strategies for mildly handicapped students in the regular classroom. It was also noted at this in-service that a TAT utilizing a paraprofessional would be initiated at the Monona attendance center.
2) TAT initiates screening and interviewing process for the employment of the paraprofessional.
3) TAT employs .5 paraprofessional.
4) Initiate weekly TAT meetings (Thursday 7:45 a.m.). The format of these meetings was that the team assembled weekly and was open to any K-2 teacher to attend and dicuss concerns they might have regarding their students. A typical agenda for these meetings was as follows:

A. Teacher addresses team regarding concerns about a student.

B. Team brainstorms strategies that might be effective.

C. Modify/discuss strategy to meet student's needs.

D. Recommend accomodation strategy to be used in the classroom.

E. Recommend whether this strategy requires the use of the paraprofessional.

F. Establish timelines for follow-up of strategy with teacher.

The typical agenda for following up on a student would be:

A. Progress report from teacher.

B. Analysis of strategies

C. Evaluation

   1. Dismissal

   2. Need for paraprofessional in classroom or continuation.

D. Develop new strategy

It should be noted that this team elected to begin working with three students who were experiencing difficulty in the classroom. These students had been evaluated previously but did not meet criteria for any special education placement. The rationale behind this was to avoid a time lag between our first TAT meeting and the first time we had a teacher attend the meeting with concerns about a student. It also enabled us to give the paraprofessional some exposure and experience in the classroom immediately.

Some of the critical keys in assuring success of the Teacher Assistance Team with a Paraprofessional are as follows:

1) Since the paraprofessional is an integral member of the Teacher Assistance Team it is very important that the TAT be involved in the entire employment process of the paraprofessional rather than have this be an administrative decision.

2) It is also important for the team to make that paraprofessional feel like an equal member of that team rather than a subordinate sitting among a panel of "experts".

3) The paraprofessional needs to be a person who can adjust to the flexibility of the schedule and to a number of different teaching styles.

4) The entire TAT must be compatible and share a common goal of a student-oriented approach to learning.

5) The TAT must be able to focus on certain problems, set short-term goals, and establish adequate timelines for follow-up.

6) The TAT must determine what the paraprofessional will be doing in the classroom so that it does not create extra work for the regular classroom teacher to have the paraprofessional.

* It should be noted that this team was fortunate enough to employ a paraprofessional who had received post-secondary training as a special education instructional aide.

Some of the modifications and adjustments that this team needed to make as we worked through this pilot project were as follows:

1) Scheduling: continually altering this due to new students the paraprofessional was working with and teacher conflicts over the best time to have the paraprofessional.

2) Needed to reinforce to the regular class teachers that the role of the paraprofessional was in the classroom and not to pull students out of the classroom.

3) Initially the paraprofessional was an added distraction in the classroom to other students. Time overcame this problem for the most part as students became comfortable with the paraprofessional in the classroom. Screens were also used as needed in the classroom to minimize this distraction.

4) Development of an appropriate and usable form for the paraprofessional to use in measuring growth in both academic and behavioral areas.

5) In an attempt to sell the concept of the TAT the team was too hasty in assigning the paraprofessional to the classroom before other accommodation strategies had been implemented. This required some adjustment on part of the TAT and regular class teachers.

6) On the other hand there were teachers who were reluctant to attend the TAT meetings for fear that the student would be automatically referred for evaluation.

Prior to a follow-up in-service questionnaires will be sent to all teachers in the Monona attendance center requesting their input regarding the TAT/paraprofessional model, regardless of whether they used the model or not. After the results of the questionnaire have been tabulated an in-service will be held to share the results and again to request input on the effectiveness of this model. The team will be looking for methods to improve the effectiveness of working with the regular education teachers and most of all accomodating students in the regular classroom.

The team would suggest the following modifications for replication of this project:

1) Establishment of criteria for use of the paraprofessional in the regular classroom.
2) Establishing more specific timelines for the paraprofessional in working with students.
3) A different in-service approach which would allow teachers and or administrators an opportunity to observe the TAT meetings.
4) More effective communication of the paraprofessional's schedule to avoid teacher conflicts (ex: posting of schedule).
5) If this project is allowed to be replicated in the Luana attendance center which houses grades 3-6, it will require alterative scheduling of TAT meetings and the paraprofessional.
6) Another positive outcome of this project was that the TAT meetings enabled the resource teacher to share her experience with regular education teachers. This enhanced her role as we look at accommodating mildly handicapped students in the regular classroom utilizing the resource teacher and/or paraprofessional.

Measurement/Evaluation

The following techniques were used to measure and evaluate this program's effectiveness with students.

Teacher evaluation of academic progress through daily classroom work and tests. Comparison of previous work with current work.

Classroom teacher and paraprofesional discussed and developed long term and daily objectives for students. These were evaluated by the teacher and paraprofessional (many times orally). This was then documented by the paraprofessional in her log.

Checklist of Behaviors used as a method to determine behaviors needing correction was developed specifically for a student exhibiting these behaviors in the classroom and also used with other students.

Behavior Contract was developed to lessen those undesireable behaviors noted on the Checklist of Behaviors.

Related evaluation strategies that developed as a result:

As an outgrowth of the Behavior Contract, the weekly results of the Behavior Contract were sent home to the parent.

The actual outcomes observed as they pertain to the goal and objectives of this grant as as follows:

Goal #1: Accommodating students in the regular classroom that otherwise might have been placed and served in the resource room.

OBJECTIVE 1. Accommodate the needs of students who would have been referred for placement.

The number of special education referrals went down, however, the number of students served increased, meeting Goal #1 of this project. There were no Special Education placements at the Monona Center during this period, compared to the following:

1 student placed in the Fall of 1987

3 students out of 8 referrals placed in 1986-1987

3 students out of 4 referrals placed in 1985-1986

The number served in this method was three times the number normally seen in the past by the Resource Teacher in her time at this center.

OBJECTIVE 2. Accommodate the needs of students who do not meet the criteria for placement.

This model enabled us to work with kindergarten and new students who otherwise would not have received help under the current rules of special education.

Students were served in the regular classroom that would have been sent to Chapter I for Remedial Reading and Math.

OBJECTIVE 3. Demonstrate to the regular class teachers that student's needs can be met in the regular classroom rather than the "pull-out" program.

It was demonstrated to the regular classroom teachers that students could work with the paraprofessional in the classroom rather than a pull-out program. In the beginning, working in the classroom was distracting. The use of school-made or portable dividers helped. Having the paraprofessional work with students during activity periods or when students were working in centers was another solution. It is important to schedule around primary instruction time.

Goal #2: Accommodating resource room students in the regular classroom as compared to the resource room.

OBJECTIVE 1. Facilitate the transition of students being phased out of resource room to the regular classroom.

The paraprofessional assisted a student who was being mainstreamed into the regular classroom from the resource room for reading. The student's test grades in the regular setting were low. After receiving help from the paraprofessional his test scores improved.

OBJECTIVE 2. Assist in the transfer of skills mastered in the Resource Room to the regular classroom.

The paraprofessional also assisted a student who was being served in the Resource Room to transfer skills to the regular classroom work.

Additional outcomes:

Teacher anxiety levels concerning underachieving students were lowered due to additional assistance from the TAT and the paraprofessional.

The following are recommendations for modifications in developing evaluation techniques as a result of our work with this program.

Behavior Checklist used as a pre and a post evaulation (See Addendum B)

Goal #3: Developing more appropriate pre-evaluation activities prior to refereral.

OBJECTIVE 1. To improve quality of documentation of pre-evaluation activities.

Use of the Keystone Pre-Referral Intervention form in intial evaluations. (See Addendum C)

OBJECTIVE 2. Formalize the structure of these activities in the regular classroom.

Development by TAT of a plan of action which will formalize the structure of activities in the regular classroom. (See Addendum D))

OBJECTIVE 2 (above) & 3. Improve referral data for those students needing a full evaluation.

Use of a Daily Record Sheet for each student to provide more structure for classroom activities and to provide referral data. (See Addendum E)

Need to set time limits for intervention (as per AEA intervention form) and then TAT evaluate the student's progress and continuation in the program.

Addendum A

Grade Level	Name	Strategies	# of Contacts
K	Larry	Number recognition (new enrollee)	32
K	Andrea	Cognitive skills	32
K	Travis	Prereading skills	32
K	Jon	Motor skills	32
K	Pat	Prereading skills	32
*1	Sheryl	Reading comprehension & work attack	80
*1	Matt	Language stimulation & fluency	112
*1	Mark	Comprehension	112
*1	Roger	Organizational skills	112
*1	Suzy	Following directions	40
*1	Jill	Increase academic risk taking	40
1	Tom	Behavior modification	70
*1	Billy	Reinforce skills	20
*1	Chris	Independent learning	20
*1	Jennifer	Supplement basic skills	100
2	Ann	Supplement reading comprehension	6
3	Don	Planning skills	25
5	Jack	Reading comprehension (coming out of LD)	36

Contact session 15-20 minutes. Some students were group sessions together.

* students that were grouped.

ADDENDUM B
CHECKLIST

NAME: ______________________________ TEACHER: ______________________

OBSERVER: ____

WHERE: ____

WHEN: ________________ TO ________________ DATE: ________________

Instructional Decision: ____

____

____

Description of Behavior: ____

____

____

Directions: Place a tally mark in the column YES if the behavior was observed.
Mark the NO column if it was not observed.

	YES	NO
1. Child attends to teacher-led discussion	___	___
2. Child lacks continuity of effort and perseverence on assigned task.	___	___
3. Child shows facial grimaces, expressions.	___	___
4. Child appears restless (squirms, fidgets).	___	___
5. Child engages in "show-off" behavior. (noises)	___	___
6. Child talks incessantly.	___	___
7. Child interrupts teachers and peers.	___	___
8. Child fiddles with things.	___	___
9. Child sits still for a sustained period (approximately 3 - 4 minutes).	___	___
10. Child is working on task for 3 - 4 minutes.	___	___
11. Child raises hand to respon to teacher's questions.	___	___
12. Child found seat work to do when other work was done.	___	___
13. Child listens to peers.	___	___
14. Child has hands on peers while in lines.	___	___
15. Child is aware of most things happening in class.	___	___

Goal #3 Obj. 1

ADDENDUM C

DOCUMENTATION OF LEA INTERVENTIONS WITI ENTS EXPERIENCING ACADEMIC/BEHAVIORAL PROBLEMS*

Student ______________________ Teacher (or other Intervener) ______________________

Grade ______________________ Date ______________________

	FIRST INTERVENTION ATTEMPTED	SECOND INTERVENTION ATTEMPTED
Intervention Objective: (What do I want the student to accomplish?)		
Intervention Method: (How do I help this student?) (See reverse)		
Intervention Progress: (How will I measure student growth?)		
Intervention Length: (How long will I conduct this intervention?)		
Intervention Success: (Was the student's intervention objective accomplished?)		

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* The comp on of this form will satisfy the pre-evaluation activity d entation requirement of Section 12.16(2), Iowa Rules of Spec .ducation.

TO HELP YOU THINK ABOUT INTERVENTION OPTIONS, THE FOLLOWING LIST IS PROVIDED

Academic

Individualized instruction in class

Change academic grouping

Volunteer/aide assistance

Peer tutor

Learning Center Program

Remedial individual instruction

Consult with other teachers or special education consultants

Change curriculum content

Change curriculum scope

Change instructional environment

Change instructional materials

Change instructional methods

Change instructional pace

Change schedule

Change seating

Change teacher/class

Change schools

Provide drill/practice

Grade retention

Homework card system/involve parents

Behavioral

Behavior Management Program

a) assertive discipline
b) detention system
c) behavior modification plan

Guidance counseling

Consult with psychologist/social worker

Short term AEA support

Staff intervention

Student/teacher conference

Home/school management system

Medication

Suspension/expulsion

Mental health agencies

Phone contacts with parents

Parent conference

Future Intended Endeavor

The Teacher Assistance Team with the use of a paraprofessional generated enthusiasm throughout the entire school system for the concept. Future intended endeavors as a result of the success of this project are as follows:

1. Continuation of the TAT/paraprofessional program at the Monona center. It should be noted that the M-F-L Board of Education approved the employment of the .5 paraprofessional at the June, 1988 Board meeting to facilitate this for the 88-89 school year.
2. If replication monies become available through the Bureau of Special Education, the M-F-L Community School District would be willing to extend the TAT/paraprofessional model to the Luana attendance center during the 88-89 school year.
3. Use of a Teacher Assistance Team in the junior high. It was felt by the secondary learning disabilities teacher that there is a need for the junior high staff to be aware of procedures for referral. He also expressed a need for a system to monitor students "at risk" and students moving in or out of the special education programs.
4. Follow-up next year with students who were in the program this year.

5. Short-term use of the paraprofessional for students with absences.
6. The M-F-L Community School District and the TAT members would be willing to assist other school districts to become aware of the effectiveness of their model.

DUBUQUE TEAM TEACHING PROJECT: AN ACCOMMODATION PROJECT OF REGULAR AND SPECIAL EDUCATION COLLABORATION

Segment I: August 24, 1987 - June 9, 1988

Segment II: December 14, 1987 - June 10, 1988

Final Report
by
Charleen D. Peryon Ph.D.
Project Coordinator

Dubuque Community School District
and
Keystone Area Education Agency
Dubuque, Iowa
July 15, 1988

FINAL REPORT

DUBUQUE TEAM TEACHING PROJECT
SEGMENT I
ACCOMMODATION STRATEGIES FOR THE MILDLY HANDICAPPED

AUGUST 24, 1987 -JUNE 8, 1988
Submitted by Charleen Peryon Ph.D., Project Coordinator

I. Statement of Purpose/Intent

1. Brief Overview of the Grant

This team teaching project was aimed at investigating the feasibility of teaching social studies and/or language arts to LD students in regular classes with non-handicapped students, by a regular content teacher teaming with an LD teacher.

2. Grant Objective

The overall objective/goal of this project was: that LD students will learn as much in the regular class with an LD teacher and regular teacher, as they would have learned in a resource class.
Two behavioral objectives were addressed:

1) That project LD students will make academic gains that are the same as those made by resource students, as measured by the Standford Diagnostic Reading Test.

2) That project LD students will have the same self-concept rating as those made by resource students, as measured by the Behavior Rating Profile (Hammill & Brown).

3. Grant Participants/Roles

The project was implemented in two junior high schools, Washington and Jefferson, in one class period daily, with one regular and one special teacher in each school. Eighth grade social studies was taught at Jefferson by Bob Lentz, regular teacher, and Sue Williams, LD teacher. Washington was the site for seventh grade language arts taught by Dorothy Gibbs, regular teacher, and Sally Perlewitz, LD teacher. The roles of each teacher were specified to insure the success of regular and special students while meeting the special needs of LD students. The regular teachers emphasized acquisition of the curriculum content while the LD teachers focused on the process of learning the content, identification and amelioration of individual student problems.

4. Rules Exceptions

The following rules exceptions were approved.

12.25(2)	Special education instructional personnel.
12.51(3)	District responsibility.
12.51(7)	Proper use of weighted and support service funds.
12.23(3)	Least restrictive placement preferred.

5. Students Involved

   A) Washington Junior High School - nine seventh grade language arts LD students (seven boys and two girls) and 12 regular students.

   B) Jefferson Junior High School - twelve eighth grade social studies LD students (five girls and seven boys) and 10 regular students.

Parents were informed of their children's participation by way of a revision to the IEP as follows:

Current Special Placement: Developmental Language Arts (or Developmental Social Studies). Date: August 25, 1987. Regular Teacher: Dorothy Gibbs (or Bob Lentz. Special Class Teacher: Sally Perlewitz (or Sue Williams). Addition: Initiated by LEA/AEA Team. Goal Area: Language Arts (or Social Studies) all goals in this area. Rationale for Addition: To provide this student with the expertise of the content teacher, as well as the LD teacher, in order to more effectively meet the IEP goals.

Further, a memo was sent to principals providing them with references to the Rules in the event they would need them. (See References)

II. Process of Development/Implementation

1. Initial Inservice Endeavors

A planning workshop was conducted on August 24 and 25, 1987, from 8:00 a.m. to 12:00 each day. Agenda is attached.

2. Procedural Steps of the Process in Sequence

A) Planning with teams - April and May, 1987.
B) Proposal submitted to Jan Tetterton, Dubuque Coordinator of Special Education, on May 26, 1987.
C) August 3, 1987 - Project Approved.
D) August 24 and 25, 1987 - Inservice Training. (See References)
E) September 29, 1987 - Jefferson Pre-test students.
F) October 15, 1987 - Washington Pre-test students.
G) October, November and December, 1987 - Visits by project supervisor to project classrooms with periodic meetings with team teachers. It was unanimously agreed that: 1) the program of instruction in each class would be as normal as possible, so as to maintain the integrity of the regular curriculum, 2) that the regular teacher would be responsible for the curriculum, as usual in a regular class, although both teachers do joint planning in order to adapt instruction to fit needs as anticipated, 3) that the LD teacher would be responsible for in-depth analysis of instruction, identification of individual student problems, teaching learning strategies and social skills, and 4) both teachers would be responsible for behavior management. Each team developed a behavior plan for its class.
H) October 24 and November 20 - Inservice planning days to reflect on work to date and plan for second semester.
I) October, 1987 - Began joint planning for replication for 1988-89 year. It was decided to:
   1) expand to elementary and senior high.
   2) add a curriculum based assessment.
   3) add a parent component.
   4) visit demonstration sites.
   5) provide for more initial planning time.
   6) have pilot teams do some of the inservice for the expanded project.
J) December 14, 1987 - Expanded project approved. (See Final Report for Segment II).
K) Continued monitoring of project by supervisor. Very favorable comments received from teams and principals.
L) Post-testing of students:
   Washington Junior High - May 23, 1988
   Jefferson Junior High - June 2, 1988

3. Critical Keys in Assuring Success

   A) Joint planning with adequate time provided. This was apparent from the beginning. The amount of time provided with compensation (14 hours) was quite inadequate. However, both teams of teachers were so committed to the project, they put in many, many hours in joint planning over and above the fourteen hours.
   B) Flexibility in teachers is a critical variable. All four teachers reported on numerous occasions on how they modified their own thinking to permit a better "fit" for the class.
   C) Willingness to learn is also a critical factor in success. All four teachers stated often on how much each had learned from the other; i.e., about LD students, analysis of instruction, reinforcement, content load of regular curriculum, management of a large class, increased expectations in regular class, etc.
   D) Being permitted to use judgement in delivery and pacing of instruction. All four teachers stated their appreciation for this; i.e., not having requirements or restrictions imposed by the Project, not having "a lot of paperwork" for the project supervisor to collect.
   E) Very supportive principals is another critical variable. Both principals recognized their teachers' professionalism in their roles. They inspired trust and confidence, along with support.

4. Modification/Adjustments Needed

   Very few were needed regarding the curriculum, except for some analyses of content at times, and incorporation of the Kansas Learning Strategies in the Language Arts Class.

5. Follow-Up Inservice

   Follow-up inservice was conducted in the Spring of 1988. The focus was to reflect on the year and plan for preparation of the new teams for 1988-89 year.

III. Measurement/Evaluation

1. Techniques Developed for Measuring Student Outcomes

Stanford Diagnostic Reading Test and Behavior Rating Profile - pre- and post administrations.

2. Actual Outcome Observed

Test results were not submitted until June 10 by the team teachers. Analysis of results will have to be done in the Fall.

3. Related Evaluation Strategies Developed

None were developed but both teams reported very favorable comments throughout the year regarding their own work, student comments, ("I'm sure glad I'm not in special education anymore.") and parents. Another observation made by this supervisor was that some of the LD students had problems in their other regular classes with behavior and/or work habits, but did not have these problems in their team-taught classes. This was attributed to greater structure, more reinforcement and attention when difficulties arose. All these tend to lessen frustration thereby increasing appropriate behaviors.

4. N/A

5. Recommended Modifications in Developing Evaluation Techniques

A) Begin post testing in early May (1st - 15th).
B) Add a curriculum-based measure.

IV. Future Intended Endeavor

1. Anticipated Extension of Project

Funding was awarded for a planning grant in the Spring of 1988 to mount an extension in six more classes - two at elementary, two at senior high, and two additional classes at the junior high, in 1988-89.

2. Recommended Modifications

A) Include time for joint planning time for the teams.
B) Include a parent component.

3. Personal Comments

Despite the fact that the post testing was delayed because of factors beyond control, my informal evaluation from observations and conversations is very positive. I am convinced that most mildly handicapped students can be successfully accommodated in team-taught classes, such as this project utilized. However, I believe it is essential that the teachers must be given adequate initial training and joint planning time, plus periodic, i.e., (quarterly) joint planning time.

FINAL REPORT

DUBUQUE TEAM TEACHING PROJECT
SEGMENT II: DECEMBER 14, 1987 - JUNE 10, 1988

ACCOMMODATION STRATEGIES FOR THE MILDLY HANDICAPPED

Submitted by Charleen Peryon Ph.D., Project Coordinator

I. Statement of Purpose/Intent

1. Brief Overview of the Grant

The purpose of this project was to provide funds in order to adequately plan for an expansion of the pilot project (Segment I) implemented during the 1987-88 school year. The pilot project was conducted in one class for one period daily in each of the two junior high schools in Dubuque. This proposed expansion will involve one class period daily in each of the two public elementary schools for written language and one class period daily in each of the two public senior high schools for language arts, plus one additional class each at the two junior high schools. This will make a total of eight classes with 16 teachers.

The intent of the project is to investigate the feasibility of teaching language arts and/or social studies to LD students in regular classes with non-handicapped students, by a content teacher teaming with an LD teacher.

2. Grant Objectives

The overall objective of this project is that students will learn as much in the regular class with an LD teacher and a regular teacher, as they would have learned in a resource class. Specific goals and behavioral objectives follow.

Goal #1: Mildly handicapped students will be successfully accommodated academically and socially, with nonhandicapped students in regular classes, by having the support of a special educator with the regular educator.

Objectives:
1. There will be no significant difference in the mean scores in reading (or math) of the special education students in the team classes and by special education students in the resource classes, as measured by the Stanford Diagnostic Reading (or Math) Test (SDRT or SDMT).

2. There will be no significant difference in the mean scores on self-concept of the special education students in the team classes and the special education students in the resource programs, as measured by the Self-Concept Rating Scale (Brown & Hammill, 1983).

3. There will be no significant difference in the mean class test

scores* of the special education students in the team classes and the regular education students in the team classes, as measured by the Curriculum Based Assessment Instrument (to be developed). *In secondary classes.

Activities:
1. In each of six schools (2 elementary, 2 junior high schools, and 2 senior high schools) one special education teacher will team teach with one regular education teacher for one period each day, in a language arts or math class. The regular teacher will emphasize the content, while the special education teacher will focus on identification of problems, modifications, skill strategies, etc. Both teachers will work on management behavior.

2. Subjects of the study will be resource students. The psychologist will serve as an advisor when needed for selection of students.

3. In each of the two junior high schools, the 1987-1988 pilot project teams; i.e., 4 teachers, will team again for one period each day.

4. The social worker (S.S.W.) or behavior consultant (B.C.) in each school will serve as a consultant to the team classes. In this capacity, he/she will give suggestions to the teacher and/or teach a specific social skill as needed.

Goal #2: Parents will be involved in the project.

Objectives:
1. Parents will contribute ideas for helping students at home.

2. Parents will be trained in home activities.

3. Parents will share knowledge of their perceptions of their children's self-concept.

4. Parents will gain information on their children's behavior, attitude, and achievement in the team classes.

Activities:
1. A Parent Assist Committee (PAC) of parents and teachers will be formed for the purpose of developing a Home Study Skills Handbook, to be given to parents and students participating in the project.

2. A workshop for parents will be conducted for the purpose of making effective use of the PAC handbook.

3. Special quarterly reports will be shared with parents on achievement, behavior, and attitude. (Form to be developed during the workshop.)

Goal #3: Regular and special education teachers' skills and knowledge for accommodating all students in regular classes will be enhanced by joint endeavors and cooperation.

Objectives:

1. Regular and special education teachers will gain skills and knowledge in effective team partnerships.

2. Regular and special education teachers will cooperate in using appropriate techniques 'for dealing with all students academically and socially.

3. Regular and special education teachers will gain additional knowledge and sensitivity for each special education student's unique needs.

Activities:

1. A two day workshop will be conducted by the consultant and trainers for all team members. The trainers (4) will be team teachers from the 1987-88 project. The focus will be on training.

2. All teachers will have joint planning time for the purpose of joint lesson preparation and exchange of information. The focus will be on sharing ideas in cooperative planning.

3. All teachers will be involved in I.E.P. preparation, parent conferences, and staffings. The focus is on knowledge of students.

4. Teachers will visit other team teaching sites within and outside Dubuque and AEA #1. The focus will be on enhancing knowledge and techniques.

3. Grant Participants and Roles

The project involves eight classes in six schools in which a regular content teacher team teaches with an LD teacher for one class period daily in a general education class such as social studies or language arts. Each class is composed of regular education (nonhandicapped) students and mildly handicapped, LD students. Students are not identified to classmates as LD. Teachers' names follow:

Team	Name	Title	Grade	Subject	School
1	Fay King	LD	4	Written Lang.	Bryant
	Fran Kennedy	Reg.	4	Written Lang.	Bryant
2	Nan Welch	LD	4	Written Lang.	Audubon
	Sue Boeckmann	Reg.	4	Written Lang.	Audubon
3	Sue Williams	LD	8	Social Studies	Jefferson Jr. HS
	Bob Lentz	Reg.	8	Social Studies	Jefferson Jr. HS
4	Sue Williams	LD	8	Language Arts	Jefferson Jr. HS
	Barb Schroeder	Reg.	8	Language Arts	Jefferson Jr. HS
5	Sally Perlewitz	LD	7	Language Arts	Washington Jr. HS
	Dorothy Gibbs	Reg.	7	Language Arts	Washington Jr. HS
6	Caroline Koppes	LD	8	Social Studies	Washington Jr. HS
	Betty Jozefowicz	Reg.	8	Social Studies	Washington Jr. HS
7	Gina Richman	LD	9	Language Arts	Dub. Senior H.S.
	Sue Dodd	Reg.	9	Language Arts	Dub. Senior H.S.
8	Mike Hock	LD	9	Language Arts	Hempstead H.S.
	Carolyn Barnes	Reg.	9	Language Arts	Hempstead H.S.

The roles of each teacher are specified to insure the success of all students while meeting the special needs of all students. The regular teachers will emphasize acquisition of the curriculum content. The LD teachers will focus on the process of learning the content, and identification and amelioration of individual student problems.

4. Rules Exception

In order for the Dubuque Community School District to pilot our Accommodation Project, "Dubuque Team Teaching Project" during the 1988-89 school year, the following Rules of Special Education are requested to be waived to state in compliance with the Department of Education, Bureau of Special Education.

12.25(2) Special Education Instructional Personnel. "Special education instructional personnel" serve as: Teachers or educational aides at the preschool, elementary or secondary level for pupils requiring special education.

12.51(3) District Responsibility. The resident district shall be liable only for instructional costs incurred by an agency for those pupils certified as entitled in accord with these rules required by 34 C.F.R. 300.302, July 1, 1984.

12.51(7) Proper Use of Weighted and Support Service Funds. Weighted instructional funds may be utilized to provide special education instructional programs both in-state and out-of-state with the exceptions of itinerant hospital services or home services, itinerant teaching instructional services and consultative instructional programs which must utilize support service funds for both in-state and out-of-state placements.

12.23(3) Least Restrictive Placement Preferred. Children requiring special education shall attend general education classes, participate in extra-curricular activities and receive services in a general education setting to the extent appropriate. When integrated into general education, children requiring special education shall be educated in facilities serving nonhandicapped pupils of a corresponding age range, receive instructional time equivalent to pupils who are not handicapped, and, shall be furnished such supplemental equipment, facilities, instructional materials, remediation, specially designed interventions or other special education as may be necessary to enable them to perform satisfactorily in the appropriate, least restrictive environment of the school. Special education classes, facilities and services shall be provided outside the general education setting only to the extend that such other locations are necessary for the proper performance of medical or special education which requires personnel, equipment or facilities which cannot be accommodated within the general education setting.

The suspension of these rules will allow regular and special education staff to experiment with effective instructional strategies for mildly handicapped pupils, as well as children at risk in the least restrictive environment. (Reference Rule No. 12.2[3]).

5. Students Involved

Student participants are being identified by each school during June, 1988. The only criteria used are that: 1) the LD students are resource status, who have a high probability of succeeding in a team taught class and 2) the regular students are those in low elementary groups, and developmental level students in the secondary schools. Approximately 10 LD students and 15 regular students are projected for each of the eight team-taught classes, yielding about 80 LD students and 120 regular students for the project. The controls will be resource LD students in resource classrooms.

Parents of LD students will be informed of the children's participation by way of revision to the IEP. These statements will appear on each Revision Form to be sent home the first week of school, September 7, 1988:
Addition: Initiated by LEA/AEA Team
Goal Area: Language Arts (or Social Studies)
Rationale for Addition: To provide this student with the expertise of the content teacher, as well as the LD teacher, in order to more effectively meet the IEP goals.

Further, a memo will be sent to all project principals providing them with references to the Rules in the event they may need them. (See Reference section.)

II. Process of Development/Implementation

1. Initial Inservice Endeavors
   February 15, 1988 - 8:00 - 11:30 a.m. - Orientation Workshop

2. Procedural Steps in the Process in Sequence

   A. October, 1987, Planning with pilot teams from Segment II and LEA and AEA personnel.
   B. November 1, 1987, Proposal submitted to AEA Supervisor, Jan Tetterton, and subsequently to Dr. Marvin O'Hare, Asst. Supt. Curriculum (LEA).
   C. November 15, 1987, Proposal approved by LEA and submitted to Supervisor John McClure.
   D. December 14, 1987, Proposal approved by Keystone (Elkader) and grant awarded.
   E. February 15, 1988, Orientation Workshop 8:00 - 11:30 a.m. (Agendas for all inservices are in References.)
   F. March 16, 1988, 3:30 - 5:00 p.m., Sharing Inservice with Western Dubuque H.S. team teachers at Epworth.
   G. March 23, 1988, CBA and PAC Committees begin work.
   H. April 14, 1988, Inservice 3:30 - 5:30 p.m., Bryant Elem. School.
   I. April 18, 1988, On-site visit to elementary team classes at Farley, Iowa.
   J. April 18 & 19, 1988, On-site visit to Mason City, Project Re-Entry, by secondary teams.
   K. April 19 - June 9, 1988, Individual team planning, twenty hours with compensation.
   L. May 12, 1988, 3:30 - 5:30 p.m., Inservice, Dubuque Senior H.S.
   M. May 25, 1988, Curriculum Based Assessments completed. Parent Assistance Handbook completed and sent to AEA for printing.
   N. May 26, 1988, 3:30 - 5:30 p.m., Inservice, Washington Jr. H.S.
   O. Video tape of project made.
   P. June 10, 1988, 8:00 - 3:30 p.m., Inservice, Conlin Building, AEA.
   Q. July 9, 1988, Final Report given to secretary for typing.

3. Critical Keys in Assuring Success

   The success of this planning grant was determined by the accomplishment of activities. The keys to success of this phase are:

   A. The schedule was set and was maintained.
   B. Teams were chosen by principals because of flexibility in personalities in addition to teaching competence.
   C. Teachers were able to set their own time and develop their own plans.
   D. Teachers were compensated for inservice and planning time.
   E. Principals indicated they would try to arrange for common preparation periods in the Fall.
   F. Excellent support from the Finance Division under direction of Ed Blinks of the Dubuque Community School District.

4. Modifications/Adjustments Needed

None, this planning project was completed as planned. Implementation phase will be in 1988-89. Monitoring will determine modifications if necessary.

5. Follow-Up Inservice

This will be determined as needed

6. Recommended Modifications Suggested for Replication

A. Provide planning time during course of the year, instead of a concentrated period the Spring prior to implementation.

B. Funds were allocated in the grant for evaluation of the project at the end of the year. However, funds had to be used by August, 1988 so there are no funds for the evaluation, which will be quite comprehensive, using four separate instruments for measurement. It is recommended that the Project be permitted to encumber the necessary funds for evaluation and set up an escrow account until the funds will be needed at the end of the implementation cycle.

III. Measurement/Evaluation

1. Techniques for Measuring Student Outcomes

There are four instruments that will be used in the implementation phase: 1) Standford Diagnostic Reading Test, 2) Test of Written Language, 3) Curriculum Based Assessment and 4) Behavior Rating Profile.

2. Actual Outcome Observed

During this planning phase, all designated activities were accomplished. They follow: all Inservice, joint team planning, on-site visits, supplies ordered, CBA's completed, and Parent Assistance (PAC) Handbook completed. Please see reports on CBA and PAC in References.

3. Related Evaluation Strategies and Outcome Observed

None were developed but it became clear that every team had developed a close working relationship and appeared pleased with their joint planning. Enthusiasm was high throughout the project and never wavered. Early in the project teachers were provided with three-ring binders and dividers. The teachers took pride in organizing their planning with these notebooks. Also, the teams were very receptive of all that was presented during the Inservices; e.g., developing behavior plans, quarterly reporting to parents and learning to administer new tests.

Another factor in the success of this planning project was that teachers were recognized for their expertise in their respective fields, by allowing them the freedom to develop curriculum and behavior plans as they saw fit. There were no directions imposed by the Project.

Another critical related factor in the success of the project was that the two pilot teams from the pilot project (1987-88) were used as trainers for portions of the workshops. Because they had team-taught for a year, their presentations were well accepted by the six new teams. Their enthusiasm became contagious and never wavered.

Another critical factor was the individual help given to the teams by their respective consultants during their planning period.

5. Recommended Modifications in Developing Evaluation

See Item 6B.

CURRICULUM BASED ASSESSMENT

JUNE, 1988

The concept of this curriculum based assessment was developed by the teachers and consultants working on this project in an effort to measure the mean class test scores of the special education students who were enrolled in the team classes with special education students in the resource classes. One class in a resource class will be tested and used as a control. The students will be drawn from grades 7-10 and from both learning disabled and regular education. The subject disciplines to be taught will be language arts and social studies. The subject matter taught is used as the basis for the assessment. These are not standardized instruments.

There will be an attempt to answer the following questions:

1. Is the academic growth equal in both learning disabled students in a team class with regular students in the team class.
2. Can learning disabled students function successively, both academically and socially, in a regular education class if they are provided with some accommodations as measured by both standardized instruments and CBAs?

Assessment of the students' achievement will be conducted at the following intervals: 1) pretest that is comprehensive, 2) end of first quarter, 3) end of the first semester, 4) end of the third quarter, and 5) comprehensive post test.

IV. Future Intended Endeavor

1. Anticipated Extension of Project

The implementation stage will be conducted in the 1988-89 year in eight classes in six schools.

2. Modifications Recommended

If funds are available later for extension beyond 1988-89 year, it is recommended that the focus include:

1. Seventh grade social studies in each junior high.
2. Seventh grade language arts at Jefferson.
3. Eighth grade language arts at Washington.
4. Math and reading in an elementary class.
5. Math in seventh and ninth grades.

3. Personal Comments

This project has been an exciting, professional enhancement endeavor. It has been exciting to see the growth of the pilot teachers (in Segment I) as their team relationships developed during the year, to the point where they demonstrated their skills in workshops for new teachers. It has been truly satisfying to see six new teams of teachers, each of whom had not taught with one another, come together through inservice and planning, and develop effective team relationships. Seeing their completed plans in the notebooks has been quite impressive.

I personally believe that flexible high professional people, with adequate planning time and administrative support, is so essential to an endeavor like this. I am confident that the implementation phase during the 1988-89 year will prove successful.

PARTNERSHIPS
FOR
LEARNING

USING A PARTNERSHIP
OF
REGULAR AND SPECIAL EDUCATION TEACHERS
TO IMPROVE INSTRUCTION FOR MILDLY HANDICAPPED
WRITING DISABLED STUDENTS IN A
REGULAR EDUCATION CLASSROOM

Western Dubuque High School
Accommodation Strategy

for

Keystone Area Education Agency
September 1, 1988

PARTNERSHIPS FOR LEARNING
A TEAM TEACHING STRATEGY FOR WRITING INSTRUCTION ON THE SECONDARY LEVEL

1. Statement of Purpose/Intent

1.1. Overview of Grant

The Western Dubuque County Community School District is committed to providing an effective educational program for all students, including those experiencing academic difficulties.

Western Dubuque High School, Epworth, Iowa, enrolls 790 students. Twelve percent (97 students) are in Learning Disability programs. Of these students, 79% have been identified as having an academic deficit in written expression. In the past, these students have been served in alternative language arts classes taught by special education teachers.

A second group for concern is high-risk students--those who have writing deficiencies, but who do not qualify for special education placement. The writing difficulties these students experience cannot be explicitly addressed in the regular English classroom. Therefore, the English department has proposed that regular and special education teachers work together to meet the needs of this population.

The need for improving instruction for the writing disabled, and the need for learning disabled students to have a higher quality integration in the regular English program, led to the development of the Partnerships for Learning endeavor.

The principal thrust of the project is to develop a collaborative teaching model involving both regular and special education teachers. A pilot teaching team, composed of one regular English teacher and one learning disability teacher, will teach a composition class to students categorized as "writing disabled."

The project will develop over a period of five years. The operational period of the grant (January-August, 1988) will be developmental, with time and monies used to plan, develop criteria and procedures, and in-service the participants. The implementation phase will begin in August, 1988, with the integrated team-taught composition course. Teaching teams, similar to the pilot team, will be formed in the succeeding years (1989-93) until appropriate integrated classes in English exist at all levels, grades nine through twelve.

Western Dubuque High School administrators and English and special education teachers are committed to the project. Harold J. Knutsen, Principal, serves as project coordinator.

1.2. Project Goals, Objectives and Activities

A. Goal #1: Junior and senior students in LD programs and students in regular English classes who have been identified as having significant writing deficiencies will improve their writing when enrolled in an integrated class.

A.1. Objectives for Goal #1

1. LD students in the integrated class will improve their writing as measured by pre- and post-instruction samples, using holistic scoring of writing.

2. Regular education English students in the integrated class will improve their writing as measured by pre- and post-instruction samples, using holistic scoring of writing.

A.2. Activities for Goal #1

1. Established the integrated English class to be offered 1988-89.
    a. Designated the partnership team, one LD and one regular English teacher.
    b. Established the limits for class size.
    c. Determined time, location, procedures for enrollment.

2. Established criteria for placement of students in the integrated composition classes.
    a. Identified the characteristics of the "writing-disabled" student.
    b. Requested referrals from regular education English teachers of students whose needs would be appropriately served in the integrated composition class.
    c. Recommended that junior and senior students diagnosed as learning disabled with deficits in written expression be enrolled in the integrated class.

3. Planned for the integrated English class.
    a. Selected and communicated with students who will participate .

   b. Reviewed the existing English curriculum continuum of writing skills at the junior and senior level. Revised as was necessary so that they were appropriate for the target student population and to the goals of the project.
   c. Developed course outline and selected appropriate materials.
   d. Developed anticipated appropriate modifications and activities.

4. Oriented parents to the new program.

5. Executed plans for the integrated class.
   a. Established writing goals for students appropriate to their potentials and identified needs.
   b. Modified and differentiated currently implemented instructional activities according to the nature of the writing disabilities.

The following activities are projected as the implementation phase of the project occurs:

   c. Teach and encourage students to apply the stages of the writing process.
   d. Provide time for continuing planning and in-servicing of the partnership teaching team.

B. Goal #2: Students will reach their potentials in writing.

B.1. Objectives for Goal #2

1. Students will improve their generating of ideas as measured by an analytical scoring of writing samples.

2. Students will improve their craftsmanship in writing as measured by analytical scoring of writing samples.

3. Students will improve their editing as measured by analytical scoring of writing samples.

4. Students will demonstrate writing skills appropriate to their vocational and educational goals.

B.2. Activities for Goal #2 (to be completed during the implementation phase of the project).

1. Determine initial assessment of potential for each student (survival level. fundamental career level, high level of writing proficiency)

2. Re-evaluate potential in view of progress being made in the class.

3. Identify segments of the scope and sequence of skills appropriate to each level of potential.

4. Differentiate assignments and activities according to perceived potential.

1.3. Project Participants and Roles

Coordinator: Harold J. Knutsen, Principal, Western Dubuque High School, Epworth

Consultant: Jean G. Pirner. M.A., Keystone Area Education Agency

Pilot Team: Thomas P. O'Brien, M.A., English Teacher
Susan M. Dolter, M.A., Learning Disability Teacher

Future Teams: Julianne H. Norby. B.A., English Teacher
Robin K. Bauer. M.A., Special Education

Thomas J. Bierle, M.A., English Teacher
Shawn L. Lockridge, M.A., Special Education

1.4. Waiver of Rules Required
In order for the Western Dubuque County Community School District to pilot our Accommodation Project. "Using a Teaching Partnership of Regular and Special Education Teachers to Improve Instruction for Mildly Handicapped Writing Disabled Students in a Regular Education Classroom." the following Rules of Special Education are requested to be waived to state in compliance with the Department of Education, Bureau of Special Education.

12.12(2) **Special education instructional personnel.** "Special education instructional personnel" serve as: Teachers or educational aides at the preschool, elementary or secondary level for pupils requiring special education.

12.51(3) **District responsibility.** The resident district shall be liable only for instructional costs incurred by an agency for those pupils certified as entitled in accord with these rules unless required by 34 C.F.R. 300.301, July 1, 1984.

12.51(7) **Proper use of weighted and support service funds.** Weighted instructional funds may be utilized to provide special education instructional programs both in-state and out-of-state with the exceptions of itinerant hospital services or home services, itinerant teaching instructional services and constultative instructional programs which must utilize support service funds for both in-state and out-of-state placements.

The suspension of these rules will allow regular and special education staff to experiment with effective instructional strategies for mildly handicapped pupils, as well as children at risk in the least restrictive environment. (reference Rule No. 12.2[3]).

1.5. Students Involved

Twenty identified learning disabled students
One behavioral disordered student
Three regular education students

2. Process of Development/Implementation

2.1. Initial Inservice Endeavors

A. October 22, 1987. Special Education and English Departments met to discuss grant proposal.
B. February 4, 1988. Dr. Charleen Peryon conducted in-service regarding Dubuque team-teaching project.
C. February 24, 1988. **Partnerships for Learning** team met to identify characteristics of "writing disabled."
D. March 9, 1988. English Department requested to target candidates for the team-taught composition class.
E. March 16, 1988. **Partnerships for Learning** team met with Dr. Sandra Moore to discuss process writing workshop and holistic scoring of student writing.
F. March 16, 1988. Dubuque and Western Dubuque teachers met to discuss accommodation through team-teaching strategies.
G. March 29, 1988. **Partnerships for Learning** team reviewed students selected for the integrated class, conducted long-range planning for acquisition and review of pertinent research, and composed a letter to parents of students enrolled in special composition class.
H. May 4, 1988. **Partnerships for Learning** team met with Mr. Knutsen to discuss progress toward goals.

I. May 17, 1988. **Partnerships for Learning** team met with Mr. Knutsen to discuss final report and video presentation. **Partnerships for Learning** team began composition of final report. Sections I and II were completed.
J. June 1, 1988. **Partnerships for Learning** team met to complete final report.
K. July 18-21, 1988. **Partnerships for Learning** team met to develop curriculum.
L. August 15-19. Process Writing Workshop, conducted by Dr. Sandra Moore, for pilot team and future teams.
M. August 23, 1988. **Partnerships for Learning** team met in final planning session.
N. August 29, 1988. School begins.
O. Spring, 1989. Dr. Sandra Moore will conduct an in-service on holistic scoring.

2.2. Procedural Steps of Process in Sequence

January 1988:

Define and name integrated class.
Establish the teaching partnership of a regular English teacher and an LD teacher for the integrated class.
Schedule two sections of the integrated class in the '88-89 roster of classes
Establish criteria and procedures to be used for the selection and placement of students in the integrated classes.

February - March 1988:

Select and conference with the students invited to enroll in the integrated classes.
Begin parent orientation for the pilot program.

July 1988: (5 days)

Begin in-service of the teaching partnership.
Review and revise writing skills continuum.
Develop course outline; select materials.
Develop appropriate modifications and activities.

August 15-19, 1988:

In-service teachers with two-week process writing workshop.
Complete planning begun in July.

September 1988:

Implement planning; begin integrated English pilot program.
Evaluate students' writing skills in pre-test procedure.

B. Selecting vocabulary textbook appropriate to skill levels of students.

C. Adjusting master schedule to accommodate mutual planning time for pilot team.

D. Developing objectives related to the writing process for incorporation into learning disabled students' IEPs.

In the implementation stage, the following modifications and adjustments are projected:

E. Modifying texts and materials used in regular education composition class.

F. Using diagnostic-prescriptive techniques to guide instruction.

G. Providing for greater emphasis on vocational writing in the composition curriculum.

H. Differentiating assignments and activities according to skill levels of students.

J. Using holistic scoring techniques for evaluation of student writing.

3. Measurement/Evaluation

3.1. Techniques Developed for Measuring Student Outcome

A. The initial planning phase of the project will be considered successful if a plan is operational for the 1988-89 school year which will provide appropriate instruction for mildly handicapped writing disabled students in the least restrictive environment. Specifically, this will mean the establishment of an integrated junior and senior composition course offered once in the fall semester and once in the spring semester in the 1988-1989 school year, the formation and training of a teaching partnership of a regular English and an LD teacher, the identification of criteria and procedures for placement of students in the integrated classes, the development of appropriate curriculum and materials, and the initiation of modifications for teaching mildly handicapped students in the regular English classroom.

B. For the implemented project to be considered successful, both goals outlined in detail in this project must be reached by May 1989. Goal I will be considered reached if both of the objectives are met. Goal II will be considered reached if two of the four objectives are met.

C. The evaluation of Goal II will be an assessment of students' progress toward reaching their potentials, as students will have only one semester, initially, in the

Establish appropriate individual writing goals.
Teach, modify, and differentiate instructional activities.

September 15, 1988:
Submit final evaluation of project as of this date to Keystone AEA.

January 1989:
Evaluate student progress.
Evaluate first semester of the project: make modifications.
Teach second section of the integrated class.

May 1989:
Evaluate student progress.
Evaluate second semester of the project.

June 1989:
Evaluate project.
Make recommendations for 1988-1989 school year.
Present report to the Western Dubuque Board of Education.
Plan for extension of the project in Western Dubuque district.
If funded for Phase III, plan replication procedures and offer assistance to other districts interested in this accommodation strategy.

2.3. Critical Keys in Assuring Success

A. Arrangement for adequate joint planning time.
B. Communication between Special Education and English Departments.
C. Support and involvement of principal as project coordinator.
D. In-service opportunities during school year and summer.
E. Ability and willingness of pilot team to work together.
F. Establishment of criteria for placement in pilot class.
G. Clearly specified, appropriate instructional goals.
H. Establishment of evaluation procedures prior to implementation.

2.4. Modifications/Adjustments Needed

In the planning stage, these are the modifications which have occurred:

A. Limiting class size to fifteen-eighteen students.

program. If the program is successful, it will be expanded.

D. For both Goals I and II, the evaluation procedures will be the same except for the analysis.

1. Retain each student's first three writing samples to use as the pre-test.
2. Use the last three writing samples as the post-test. The forms, purposes, and audiences will be the same for these three as for the first three.
3. Score the samples, using the process for focused holistic scoring.
4. Analysis for both Goals I and II will be of the number and percentage of students in each of the two groups and in the whole group who improve between the pre- and post-test and t-tests of difference in means.
5. Procedures for the individual objectives will be by analytical scoring for the specific aspects defined for the objectives.
6. Again, number and percentage of students and t-tests of difference in mean will be used.

E. Instruction will be judged prescriptive when 75% of the students demonstrate writing skills appropriate to both their potential and their vocational-educational goals.

F. Prescriptive diagnostic techniques will be evidenced in specific modifications made to accommodate idiosyncratic learning styles.

G. The English project will continue to develop progressively over a five-year period until all segments of the English curriculum and all four grade levels are addressed. If this project is successful, WDHS will employ the partnership integrated teaching model in other academic disciplines.

3.2. Actual Outcome Observed

Because we are in the planning stages of this accommodation strategy, no actual outcomes have been observed.

3.3. Recommend Modifications in Developing Evaluation Techniques

At this time, modifications to evaluation techniques cannot be recommended.

4. Future Intended Endeavor

4.1. Anticipated Extension of Project

The Western Dubuque District will utilize the outcomes of this project to impact special education services/programs and to pilot a more comprehensive high school English program, beginning with instruction in writing.

Replication of the project for other school districts will be perceived in terms of the following:

1. Teacher-sharing of the process of developing teaching partnerships of regular and special education teachers
2. Publication of prescriptive diagnostic techniques successfully used for writing-disabled students
3. Publication of differentiated instructional activities for students with different potentials and vocational/educational goals
4. Publication of effective modifications regular education high school English teachers can use in teaching writing-disabled students
5. Production of a video demonstration teaching tape by the project participants

Replication activities presume the availability of Accommodation Strategy Grant Phase III monies.

The team-taught composition course is the first phase of a five-year project. Teaching teams composed of one regular English teacher and one special education teacher will be formed in succeeding years (1989-1993) until appropriate integrated classes in English exist at all levels, grades nine through twelve.

5. References

5.1. Professional Articles

A. We have examined recent research in the area of written language skills of mildly handicapped students in such journals as Exceptional Children, Learning Disability Quarterly, Academic Therapy, Pointer, and the Journal of Learning Disabilities.

B. We conducted an INFORMS Online Bibliographic Search through Keystone Area Education Agency in an effort to locate pertinent research.

5.2. Professional Contact Persons

A. Dr. Sandra Moore, Language Arts Consultant, Keystone AEA.

B. Dr. Charleen Peryon, Instructional Consultant, Keystone AEA.

C. Jean G. Pirner, Instructional Consultant, Keystone AEA.

5.3. Workshops

A. Workshop with teachers and administrators from Dubuque Community Schools who are also involved in developing accommodation strategies (March 16, 1988)

B. Process Writing Workshop, conducted by Dr. Sandra Moore, for Partnerships for Learning teaching teams, August 15-19, 1988.

5.4. Demonstration Sites Available

Western Dubuque High School, Epworth, Iowa.